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A
SECOND BOOK IN ENGLISH
FOR FOREIGNERS

BY
ISABEL RICHMAN WALLACH

AUTHOR OF "A FIRST BOOK IN ENGLISH FOR FOREIGNERS," "HISTORICAL
AND BIOGRAPHICAL NARRATIVES," "GOOD
CITIZENSHIP," ETC.



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PREFACE

THIS "SECOND BOOK IN ENGLISH" aims to furnish practice reading for foreigners who have completed the "First Book in English" and to familiarize them with the vocabulary necessary for ordinary intercourse with English-speaking people.

The subject matter of the lessons has been carefully planned to meet these ends and, in doing so, to give foreigners who have come to America to seek homes and livelihoods, information of direct practical value. With this in view the author has used simple and original text germane to the purpose of the book, rather than selections chosen for their literary excellence. The "Second Book" has also been so planned as to enable teachers to carry out successfully the curriculum generally prescribed for foreigners' classes in the public schools.

The historical matter given in the text is inserted to arouse the pupil's interest in the United States as a nation, while increasing his vocabulary. It may be used by the teacher as a foundation for further study of United States history, with special reference to the wonderful development of the country due to the energy of its population, native and foreign-born, in utilizing its natural resources.

It is a short step from such a study of American history to the study of civics and the mutual rights and obligations of the United States government and its people. In schools

where the teaching of civics is obligatory, some of the later lessons in the "Second Book" will prove helpful. The subject appeals strongly to newcomers in America and is a fruitful and welcome topic of conversation.

The rapid progress made by pupils who use the "First Book in English" is largely due to the increased vocabulary secured through the phonic drills and the frequent opportunities for sentence building. These successful features may be advantageously continued by the teacher in connection with the "Second Book." With a little guidance the pupils themselves should be able, using given words selected from the text, to form lists suitable for phonic drill. Interest may be sustained by arousing competition in the number of correct replies individual pupils can give in a rapid fire call for words similar in sound to the keyword offered by the teacher.

Brief exercises in sentence building may be introduced after every reading lesson. The pupils enjoy the work; it helps fasten in mind the new words and their uses; it facilitates conversation and the ability to think in English, and it leads to the detection and prompt correction of mispronunciation or of misconstruction.

Under the teacher's guidance the sentence building exercises may be gradually expanded into the construction of stories told by the pupils in their own words. These stories may be built around the illustrations in the book, or they may be personal experiences or little episodes of daily life, real or imaginary. Following up this oral work, the pupils may be brought to express themselves accurately in written composition and in business and social letters.

With the completion of the "Second Book in English" the foreigner will find himself able to understand others and to make himself understood wherever English is spoken. Where previous education has provided all other requirements, he will be ready to pursue a high school or a college course.

The author gratefully acknowledges her indebtedness for the information given in Chapters LXIII and LXIV, to Inspector Greene of the Division of Information of the United States Immigration Service and to Mr. Charles W. Larmon of the Department of Agriculture of the State of New York; for valuable advice and suggestions to Miss Julia Richman, District Superintendent of Schools in the city of New York, and to Mr. Robert J. Frost, Principal of Public School No. 55, Borough of Brooklyn, and of Evening School No. 62, Borough of Manhattan; and for courteous permission to use the poems "Our Flag," and "To Those Who Labor," to Mrs. Margaret E. Sangster, Mr. W. J. Lampton and the *New York Times*.

ISABEL RICHMAN WALLACH.



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AN EVENING SCHOOL CLASS IN NEW YORK CITY
Showing pupils of twenty-six nationalities

A

SECOND BOOK IN ENGLISH

LESSON I

HOW FOREIGNERS CAN LEARN ENGLISH

language	newcomers	remember	practise
polite	evening	possible	correct
quickly	laughter	mistakes	sometimes
nature	foreigners	kindness	workingmen

Foreigners who live in the United States should do their best to learn to speak, to read and to write English as soon as possible.

A number of cities in the United States have free evening schools where foreigners may study English. In places where there are no schools of this kind, the foreigner should try to get work with people who speak nothing but English. He should also live among people who speak English rather than among those who speak his own language. At first this will be hard for him, but he will very soon begin to understand English and to make himself understood.

The foreigner who is eager to learn English quickly should practise speaking English as often as possible.

He should try to talk in English with everyone he meets and wherever he may be.

It will be slow work at first and he may make mistakes. It is possible that some persons who hear the mistakes may laugh, but their laughter does no harm.



In the Manual Training High School, Brooklyn

A CLASS IN PRINTING IN AN EVENING TRADE SCHOOL

Perhaps the foreigner might laugh at their mistakes, if they were to speak to him in his own language.

A person who has come to a strange country must not feel hurt nor grow angry should he hear people laugh at his mistakes. These people do not mean to be rude,

and sometimes the mistakes at which they laugh are really funny. The newcomer may as well take the laughter with good nature. When it is over, anyone whom he asks to correct his mistake will tell him what he should have said. He must remember what he is told and try never to make the same mistake again.

Sometimes a foreigner who has been here but a short time is called, half in fun, "green" or a "green-horn." Workingmen often use this term when speaking of a foreigner. The foreigner must not feel hurt for they do not mean to be rude. Often they use the term in kindness to excuse the foreigner's mistakes.

If you who are reading this should be called a "green-horn," take it good naturedly. Remember that every day, as it passes, will make you less "green" if you do your best to learn English and to become American.

LESSON II

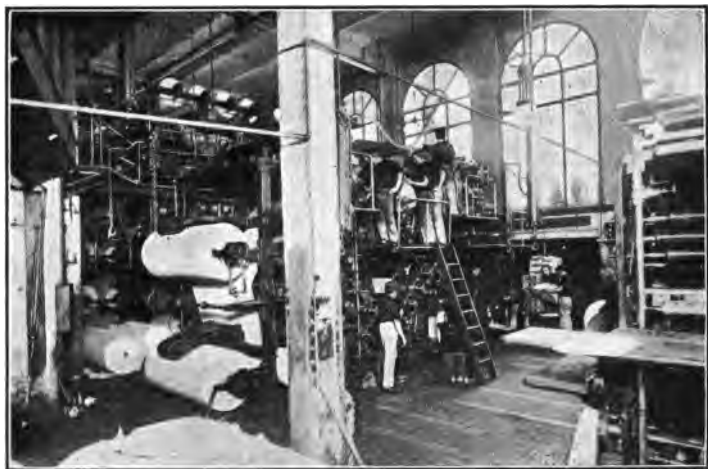
HOW THE AMERICAN NEWSPAPER CAN HELP

helpful	business	includes	succeed
printed	government	native-born	view
newspaper	expects	foreign-born	question
citizen	respect	return	obey

The foreigner who is eager to learn English will find reading an American newspaper very helpful. At first he may find it hard because the words are new. Read-

ing a little every day will teach him the new words and help him to understand their meanings.

There are many newcomers among us who, instead of reading newspapers printed in English, read newspapers sent to them from their old homes. It would be much better for them to read only American news-



From the New York Herald

IN THE PRESSROOM OF AN AMERICAN NEWSPAPER

papers, even though they do not understand all that they read. Would you like to know why?

Reading an American newspaper printed in English helps them to learn the language of the country. It keeps them "in touch," as we say here, with all that happens in the United States. It shows them how the

people here live and do business. It helps foreigners to understand what the government of this country does for the people and what the government expects the people to do in return.

The word "people" as used here includes every man, woman and child in the United States, foreign-born as well as native-born. The United States government takes care of them all and in return it expects them all to respect and obey its laws.

Reading an American newspaper will help the foreigner in the United States to live like an American, to think like an American and to do his duty as an American citizen. He cannot learn to be an American too soon, if he would succeed in business and be happy in his home life.

The American newspaper will teach the foreigner who reads it, to see things from the American point of view. This is far better for a stranger in this country than to see them from the foreign point of view which the newspaper sent from home would give him.

The American newspaper does much to make the foreigner in this country an American. The foreign newspaper helps to keep him foreign. Is there any question as to which of the two is more helpful to the foreigner living in America?

LESSON III

THE DESIRABLE IMMIGRANT

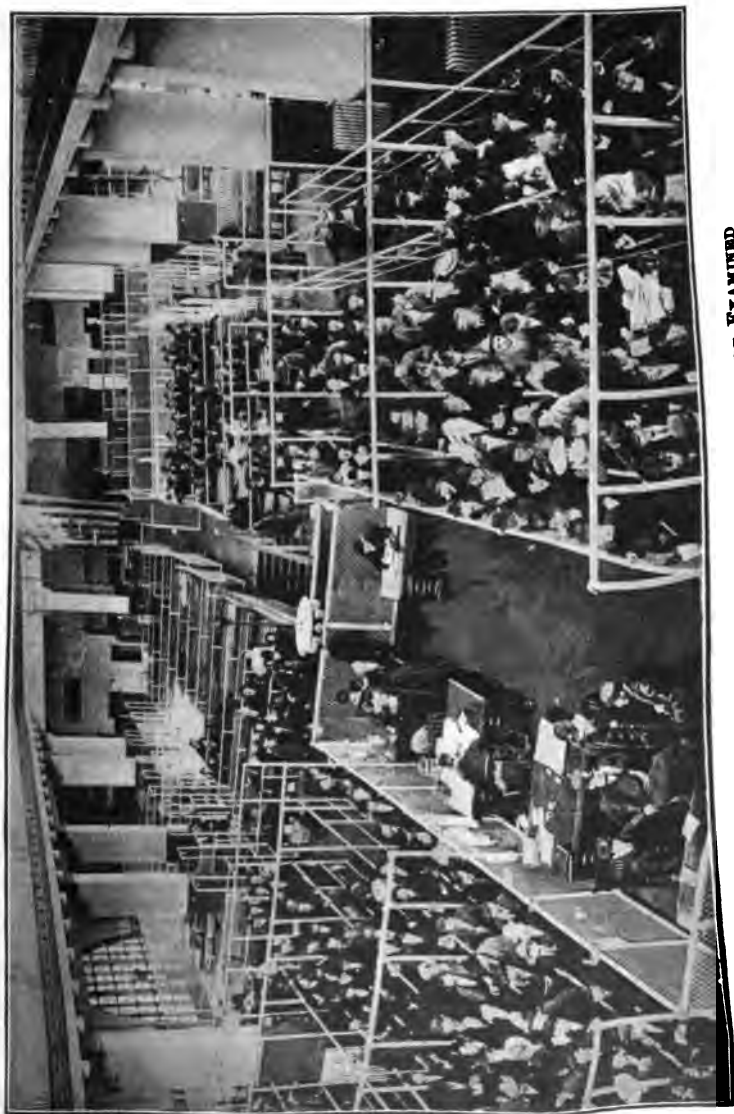
person	welcome	citizen	brought
immigrant	desirable	citizenship	allow
alien	honest	duty	perform
stranger	healthy	duties	enable

The foreigner who comes into the United States to live is called an "immigrant" or an "alien."

An "immigrant" is a person who comes from some other country to live in this country. An "alien" is a stranger, a newcomer from some "alien," or other country.

The immigrant who wishes to become an American is welcome in the United States when he can show that he (or she) is what we call "desirable." A desirable immigrant is one who is honest, healthy, and willing to work. That sort of person is able to take care of himself, and is likely to make a good citizen. The United States cannot have too many good citizens.

Every immigrant should try from the very first to fit himself to be a good and desirable citizen. It is not hard to do this. Many of the best citizens in the United States were once immigrants. They came here from foreign lands, but they are to-day as good Americans as any who were born and brought up under the American flag.



THE ROOM AT ELLIS ISLAND WHERE IMMIGRANTS ARE EXAMINED

The very first duty of the immigrant who comes into the United States is to find work. This will enable him to take care of himself. It will allow him to "pay his way as he goes," as we say of the honest man who will never owe another man a dollar. He must learn English as soon as he can and live as the Americans live. Above all, he must respect and obey the law of the land.

When he has done this, he is fit to take the steps which, in time, shall make him a citizen of the United States. He will then have all the rights of a citizen, and he will also have to perform the duties of a citizen. In a later lesson you shall read more about the rights and the duties of the American citizen.

LESSON IV

THE UNDESIRABLE IMMIGRANT

undesirable	admits	officers	contract
dishonest	prevent	examines	interests
disease	burden	nation	company
tickets	thousands	protect	compelled

In the last lesson we read that the newcomer in America who can show that he is honest, healthy, and willing to work is what the United States government calls "a desirable immigrant."

An "undesirable immigrant" is an immigrant who

is dishonest; who is ill, or likely to fall ill; who has a disease which may spread to other people; or who, for one reason or another, is unable to take care of himself.

The United States admits all desirable immigrants, even when they come by tens of thousands, week after week, as they did in 1906 and in 1907. The country is rich and wide and gladly makes room for all newcomers who seem to be desirable. But the United States will not admit undesirable immigrants, because they are likely to become a burden upon the people.

Every nation has its share of undesirable persons. They are a heavy burden upon the desirable ones whose duty it is to help and care for them. These nations would be glad to get rid of their undesirable people, you may be sure. Sometimes they buy steamship tickets for these people and send them off to the nearest country that will take them.

Why should the United States allow such undesirable persons to come into the country? Why should the people in the United States be compelled to take care of them?

It is to prevent this that officers of the United States government examine all newcomers before allowing them to land. The desirable immigrants are admitted. The undesirable ones are sent back to the place from which they came.

Immigrants who are desirable in every other way are not admitted when they come here under a "contract" to work for some person or company. It is against the law to come to the United States under a contract to



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work for anyone. It is well, of course, for the immigrant to know that he can go to work as soon as he lands. But if he comes to this country under contract to work for a given price, he cannot expect to be paid more than that price. How will he like it when, on reaching here,

he learns that the work he is doing is worth much more than he agreed to take?

And how about the American workman? Would it be fair to him if the man for whom he is working were free to send to Europe for men willing to do the same work for less money? How long would the American workman be able, do you think, to keep his work?

The law which forbids immigrants to come into this country under contract to work for any person or for any company, was made in the interests of both the American and the alien workingman. Is it not right for the United States government to protect both classes of its workingmen in this matter?

LESSON V

THE IMMIGRANT'S LETTERS HOME

deported	certificate	general	trouble
voyage	cripple	agent	sorrow
avoided	family	consul	Ellis Island
pleasant	untruth	immigration	agreement

We Americans feel sorry for every undesirable immigrant who must be sent back, or "deported," as we call it. We wish, as he himself must wish, that he had not tried to come here.

We think of his long voyage across the ocean, of the money he has spent, of his bright hopes that are now at an end. It is not pleasant for us to tell him that he

cannot enter our country. We dislike to shut our door in his face, but we cannot help ourselves.

Allowing an undesirable person to enter the country is not a question of liking or disliking. It is a question of law.

If the immigrant proves undesirable before the law he must be deported, for law in the United States is law and everyone must obey it.

The laws in this country are made by the people for the good of the greatest number of the people. They cannot be changed or broken because they bring suffering upon a few. It is hard for the few who must suffer, but where there are millions of people in a country, even a good law must bring some sorrow.

The immigration laws compel us to deport the few undesirable immigrants for the good of the people in general. And the sorrow it causes cannot be avoided.

The United States government does its best to aid those who must be deported by compelling the steamships which bring them to carry them back again free of charge. It is hard for the undesirable immigrant who is thus deported. It is harder still when he belongs to a family whose other members are desirable. The steamship will not return desirable immigrants free of charge. This means that the family without money enough to buy tickets for home must stay here

and see the undesirable one go back alone. This is very sad when the undesirable one is a cripple or unable to take care of himself for any other reason.

If people from other countries who now live in the United States would be more careful when they write letters to friends at home, much of the suffering faced by the undesirable immigrant could be avoided.

Instead of talking so much about the chance for everyone in this country, instead of painting everything in bright colors, they should write to the friends who think of coming to America:

"DON'T think that America is free to everyone, because it is a free country.

"DON'T be too sure you and your family are desirable. Find out before you start.

"DON'T believe everything that the steamship agent tells you. Remember he wants to sell you the tickets. Ask the nearest United States consul. He will know, and he will tell you the truth.

"DON'T start for the United States under contract to work for anyone. Wait until you are in the country before you sign any agreement to work.

"DON'T say what is not true when you are being examined by the officers on Ellis Island or at any other door into the United States. An untruth will do you no good, and it may get you into trouble.

"DON'T forget to bring the birth certificates of your children. When your boys and girls wish to go to work, these certificates will prove that they are of the proper age.

"DON'T try to save money when buying steamship tickets by stating that your children are younger than their real ages. The government keeps a record of the ages of all immigrants. Later on when your children ask for 'working papers,' this record will show that they are under age.

"DON'T try to give money to the officers who are examining you. This is against the law."

QUESTIONS TO BE DISCUSSED BY THE PUPILS

1. Give two reasons why a foreigner in the United States should read an American newspaper. Do you know how to use an American newspaper? Where do you look for the time-tables of trains and steamers?

2. What is an immigrant?

3. What makes an immigrant desirable?

4. Can you name two things which, in the United States, make an immigrant undesirable?

5. What does "deporting an immigrant" mean?

6. Can you name two things that the foreigner in America might advise his friends at home *not* to do when they start for the United States?

7. How do you spend your Sundays?
8. How would you like to spend your Sundays?

He that is slow to anger is better than the mighty; and he that ruleth his spirit, than he that taketh a city. — BIBLE.

Those who bring sunshine into the lives of others cannot keep it from themselves. — J. M. BARRIE.

"Then come the wild weather, come sleet or come snow,
We will stand by each other, however it blow!"

FOR SPELLING AND SENTENCE BUILDING

admits	disease	kindness	question
agent	dishonest	language	quickly
agreement	duties	laughter	remember
allow	duty	mistakes	respect
avoided	enable	nation	return
brought	examines	native-born	sometimes
burden	expects	newcomers	sorrow
business	evening	newspaper	steamships
certificate	family	obey	stranger
citizen	foreign-born	officer	study
citizenship	foreigners	perform	succeed
company	general	person	suffer
compelled	government	pleasant	thousands
consul	healthy	polite	undesirable
contract	honest	possible	untruth
correct	immigrant	practise	view
cripple	immigration	prevent	voyage
deported	includes	printed	welcome
desirable	interests	protect	workingmen

LESSON VI

IN AN EVENING SCHOOL FOR WOMEN

members	properly	subject	value
sentence	explain	taught	pleasure
pronounce	converse	foolish	guard
repeat	conversation	foolishness	thoughtfully

Miss Weston taught in an evening school for women. The members of her class were foreigners and very few of them could speak English. Many of them were at work during the day. They were often tired when evening came; but they went to school even when they were very tired, because they were eager to learn English as soon as possible.

Miss Weston did whatever she could to help them. She gave them lessons in the class room and other lessons to study at home when they could find time.

She allowed them to read English to her; she taught them how to pronounce the words properly and was careful to explain their meanings.

At the end of the evening there was always a short lesson in English conversation. The members of the class were allowed to converse upon any subject they might choose.

When a member used a wrong word or made a mistake in pronouncing a word, Miss Weston corrected it

at once. Then she asked the class to repeat the word or the sentence in the correct form. The class found this helpful, and each member tried to remember what was right.



From Wanamaker's New York Store

BUYING THOUGHTFULLY

Sometimes the members of the class found themselves at a loss for a subject for the conversation lesson. Whenever this happened their teacher would find something to interest them. One evening she spoke of the foolishness of spending money for things that have no

real value and that bring little return in real use or in real pleasure.

The young women found much to say on this subject. Each one could remember having spent money at one time or another in buying a thing of little value and for which she had little use.

Miss Weston told them to remember that women are the spenders of money in the United States, since it is they who buy the food and the clothing that the family needs. She explained that it is the duty of the spender always to take care that what she buys is of real value; that it is her duty to spend wisely and thoughtfully, to save and guard the money, not to waste it on foolish things.

LESSON VII

IN MISS WESTON'S CLASS

workingwomen	customers	dressmaker	maidservant
natural	important	sewing-machine	content
saleswomen	importance	milliner	continued
factories	special	different	honored

Another subject which Miss Weston's class liked was that of women's work in America. Most of the members of the class were workingwomen, and it was natural for them to be interested in the subject. They spoke first of the different kinds of work done by women in

the United States and paid for in money. Some told of the work in shops and in factories. Others spoke of the work of saleswomen who waited on the customers who came to buy goods. Many of them thought that they should like this work, but they knew that it was beyond them until they could speak English properly. This meant, of course, that they must first fit themselves for the work by learning to speak English.

"It is very important," said Miss Weston, "to fit yourselves for the work you wish to do. Business men everywhere are looking for women workers who have wisely taken the time and the trouble to fit themselves for some special kind of work. Such workers can always be sure of work and of good payment for it.

"Just as you, who wish to be saleswomen, must first learn English, so all of you others should fit yourselves beforehand for the work which you wish to do.

"A dressmaker must know something more about her work than how to use a needle or a sewing machine. A milliner must be able to do more than tie a ribbon. The maidservant must know how to do more than sweep a floor. If they do not know how to do more, they must learn or else be content with hard work and poor pay.

"And women must fit themselves also," continued Miss Weston, "for the finer and greater work that

waits for them everywhere, the work of making homes clean and happy, of rearing healthy children and teaching them to be honest and to obey.

“Money alone can never pay for work of this kind, whether it is done by wives and mothers or by the maidservants whom they take into their homes to help them. Such work can be fully paid for only with love and with honor; are not these more than money?”



A CLEAN KITCHEN IN AN AMERICAN HOME

“Never were women better loved or more highly honored by a whole nation than the two mothers, one of them rich and one of them poor, who gave to America George Washington and Abraham Lincoln.”

The man said he had been told that the banks, the Post Office and many places of business would remain closed the next day because of a holiday. He asked the



CHRISTOPHER COLUMBUS

As he appeared before the Queen of Spain

teacher to explain the reason for this.

"I meant to tell you of this holiday," replied Mr. Clark, "before the evening ended, for I wish you to know the meaning of all our American holidays. Tomorrow will be the twelfth of October. It is a date no American should forget, for on that day, more than four hundred years

ago, the great new world of America was discovered by an Italian named Christopher Columbus.

"Several of our states have made the twelfth day of October a holiday, and other states are about to follow their example. The holiday is called 'Columbus

Day' in honor of the great sailor who first crossed the stormy Atlantic ocean to find the land he was sure must lie on its farther side.

"There were people living in America when Columbus discovered it, but they were wild and untaught and history tells us little about them. The real history of America begins with the coming of the first white men. You and all foreigners in our country should read American history as soon as possible. You will find it of special interest I am sure, because of the fact that the men and women who helped make this country great were either foreigners or the descendants of foreigners. You yourselves will soon become a part of our great American nation and, like the newcomers before you, you must each do your share to make it finer and greater."

LESSON IX

THE AGE OF DISCOVERY AND EXPLORATION

shadow	particular	usually	terrible
journey	exploration	China	swallow
observed	electricity	engine	belief
attempt	locomotive	century	believe

The history of the earth goes far into the past, so very far that its beginning lies hidden in shadow.

Looking back as far as we can, we find that here and there some special century stands out in a brighter light than others. It marks the time or "age" when man did some special work or took some important step forward.

Looking back upon these special centuries is like looking back into one's own life at particular years when one was able to do better work or more important work than in other years. Men have given to these special ages in the earth's history names which mark them from others.

The nineteenth century, which has just passed, has been called the "Age of Steam." It won this name because during this century man learned how to make steam drive his engines, steamships and locomotives.

The twentieth century is still very young, but men are already calling it the "Age of Electricity." Whether it will later win a still greater name no one to-day can tell. It is called the Age of Electricity because man is now making electricity work for him as he makes steam work and making it do more and better work.

The fifteenth and sixteenth centuries are known as the "Age of Discovery and Exploration." Let us see what these words mean. The word "discover" means to have the first sight of a place or a thing; to find

a thing no one else has found. The word "explore" means to examine very carefully. As a rule one uses the word "explore" when one speaks of examining a place. The words are used together because exploration or examination usually follows discovery.



THE WORLD AS KNOWN IN THE TIME OF COLUMBUS

For many centuries the people of Europe had watched the great Atlantic Ocean roll and beat against the coast, but they had never dared to sail far out of sight of land. If any of them did dare to sail across the ocean to find out what lay beyond it, no one knew

of it for not one ever came back with the story of what he had done.

To speak frankly, men feared to make the attempt. Some thought that the ocean had no farther end. Others thought that it ended somewhere, but they were sure that the most terrible animals one could picture lay waiting beyond the outer rim of the ocean, ready to swallow the ships and the daring sailors who came within their reach.

Although this belief seems very strange to us to-day, it was the one people held until the year 1492 and for some time afterward. There was one bold sailor, named Christopher Columbus, who did not believe these foolish stories. He had no fear of the terrible animals, and he felt certain that the sea must have a farther shore. He even thought that he knew where this shore lay and what it was called.

He had seen people coming overland into Europe, from the "countries in the far East," as India and China are called. He had been much on the ocean, and from things he had observed he reasoned that the earth must be round. If this were so, he knew that one could sail from Europe westward and at some time reach the "countries of the far East." He thought it likely that this way around would be shorter and easier than the journey overland.

LESSON X

COLUMBUS'S VOYAGE OF DISCOVERY

waterway	supposed	wealth	travel
guess	urged	refused	voyage
secret	fearless	straight	except
orange	failure	success	captain

To-day we all know that the earth is round like an orange. In the fifteenth century everyone supposed that it was flat like the top of a table; that is, everyone except a few learned men and Christopher Columbus, the daring sailor about whom you read in the last lesson.

Columbus was brave and fearless, and he longed to cross the blue Atlantic whose waves washed the shores of Europe. These waves as they tossed and rolled in the sunlight seemed to call to him night and day to discover what lay beyond them. It was as if they urged him to come with them and learn their secret as yet hidden from the world.

Columbus was a poor man, and a voyage of discovery such as he longed to make cost a great deal of money. Ships were needed and sailors, and the sailors must be paid and fed. Since Columbus had no money, he knew that he must ask it of those who had. Perhaps he could urge them to lend it to him. For years he traveled

from place to place where there were kings and men of great wealth. He begged each in turn for money to fit out at least one ship for the great voyage and to make him its captain.



THE SANTA MARIA ¹
One of Columbus's Ships

He had no fear for his life; why should they fear for their gold?

He urged, he begged in vain. Rich men then, as now, grew rich through taking care of their wealth not through

spending it foolishly. Men with money which they could well have spared laughed at Columbus and refused to waste it in fitting out a ship which should sail across the sea to nowhere. The idea was far too wild, they said.

In vain Columbus pointed out that lands rich with gold might lie on the other side of the sea. In vain he tried to tell them that the earth is round and that a ship sailing always straight ahead must at last come back to the place from which it sailed; just as a fly

¹ This picture is from a photograph of the caravels built for the Columbian Exposition in 1893, exactly reproducing the ships of Columbus.

walking around an orange gets back to the spot where it started. In vain he held out the hope of a short way by water to India and the lands where Europe bought her silks, her fine spices, and her richest gems.

At last the King and Queen of Spain agreed to fit out three ships for this wonderful voyage — this “wild and foolish voyage,” as the rich men had called it when they refused to lend their money to Columbus.

On Friday, the third of August, 1492, Christopher Columbus and his three ships sailed out into the wide sea. Not a man of all who went with him knew what lay beyond the sea, though each hoped to find gold there or a short waterway to the far East.

Straight into the west they sailed always keeping the setting sun before them. The ships met fair weather, but it was not a pleasant voyage for Columbus. He was hopeful and felt sure of success, but the sailors were afraid, and, as the weeks went by, felt sure of failure.

LESSON XI

THE DISCOVERY OF AMERICA

steadily	imagine	overhead	Spain
hopefully	doubt	overthrow	island
branches	giant	custom	forgiveness
floating	fixed	claimed	gazed

Day and night Columbus stood in the bow of his ship with his eyes fixed steadily on the west. Straight

ahead he gazed eagerly watching for the first signs of the land which he knew lay before them and must be reached at last.

The sailors were less sure of reaching land, and they were far less brave than their captain. As the slow



WHAT COLUMBUS DISCOVERED

The white portions of the map show the land which he saw.

weeks passed, they tired of seeing only the sea around them and only the sky overhead. They tired of their food. They tired of one another. They tired most of all of the voyage, that, as they said, was leading to nowhere.

They watched Columbus gazing hopefully westward, but they were afraid, deep down in their hearts, of what they should find at the other end of the sea. And many doubted if indeed the sea had an end. They feared

also that unless they turned back, the food they carried with them would not last until they should reach home once more. At last they came before Columbus and boldly told him that he must turn the ships back, that they would go no farther.

Can you imagine how the great captain felt when he heard such words spoken by the men under him? He knew that fear lay behind their words, that they were many and that he was but one man against them all. He was far out on the high seas and stood alone among men who could put him to death at any moment. He was not afraid of death, but he knew that he could no longer make these men obey him. He saw that he must yield, but he begged them for only a few days more.

Columbus told them that land could not be far away. Had he not pointed out to them land birds flying through the air? Had they not seen branches of trees, with leaves still green and fresh, floating in the water? Were not these signs of a land near at hand?

That night, looking into the darkness straight ahead, Columbus thought he saw a light moving about as if carried in a man's hand. He called two or three of the sailors and they saw it also.

Next day at dawn there came from the man on watch the welcome cry of "Land! Land!" There it lay to

the westward like a thin line drawn between sea and sky! As the ships drew near, the sailors saw the gleam of white sand and beyond it trees that waved green in the sunlight. Every man on board crowded to the rail to look at the strange and welcome country, yet not one among them all, not even Columbus, dreamed that the green island before them was the open door to a new world.

Following the custom of the time, when Columbus set foot upon the soil, he claimed the land and all that lay beyond in the name of the King and Queen of Spain.

His men who, only the day before, had been ready to overthrow their captain now fell at his feet and begged for forgiveness.

The people who lived on the island had red skin and long black hair. They gazed in wonder upon the strangers and upon the strange ships which had brought them across the wide blue water. They were as simple as little children. They thought that Columbus was a god come to visit them, that his ships were giant birds and the white sails the great wings with which they had flown over the sea.

Columbus was as much mistaken about the red-skinned people as they were about him. He thought that he had come to India (which in truth lay thou-

sands of miles away), and he at once named the people Indians.

The Indians proved friendly to the strangers. They brought food and water and gifts of gold to Columbus. The sailors were happy at the sight of the gold, and each made up his mind to carry home a large share of it for himself.

LESSON XII

HOW AMERICA ACQUIRED ITS NAME

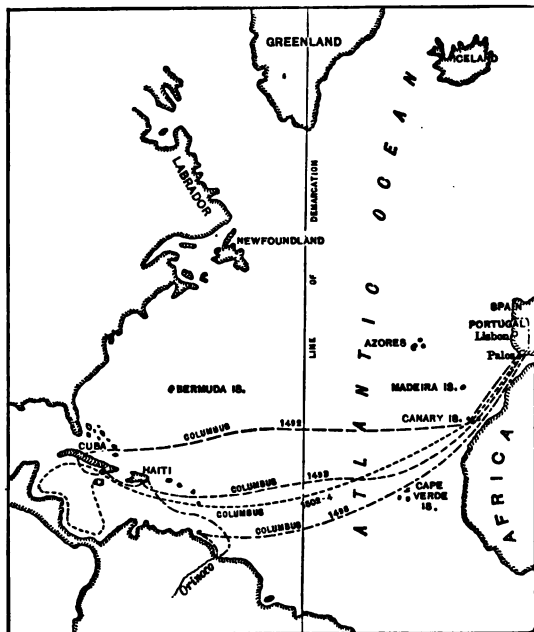
although	acquired	explorer	bloodshed
purpose	penniless	exploration	Americus
eastern	spirit	church	Vespucius
jewels	adventure	account	farseeing

Although Columbus made three other voyages to America, he died without knowing how great a discovery he had made.

He knew only that he had failed of his purpose; that he had not found the westward way by water to the eastern lands of silk, and jewels, and spices.

He failed, it is true, but only because the earth was much larger than he had ever dreamed. He failed; but his idea was right from the first; and had the earth been as small as he thought, he would certainly have been able to carry out his purpose of sailing into the East by way of the West.

The news of Columbus's discovery of land on the farther side of the Atlantic Ocean spread over Europe very quickly. Other captains were eager to follow



SHOWING THE ROUTES OF COLUMBUS'S VOYAGES

where he had led. Kings and men of wealth were now as ready to fit out ships to go across the sea as they had been slow when Columbus begged their help. All Europe was fired with the spirit of adventure, with

the longing for exploration of the new country.

Among the many who went on these voyages of exploration was a man named Americus Vesputius, who explored part of the coast of what is now South America. When Vesputius returned, he wrote a long account of his voyage and of the country he had seen. Another writer, not knowing that the land Vesputius

wrote of was the one that Columbus had already discovered, named the new country America in honor of Americus Vespucius. Thus it came about that the new world which Columbus found bears the name of another man. Its people and the rest of the world, however, know that the honor of the discovery belongs to Christopher Columbus, the farseeing, fearless, penniless sailor.

The explorers who followed Columbus landed at different points along the coast of North America and of South America. Some of them sailed under the English flag. Some of their ships flew the French flag. Others carried the flag of Spain and the banner of the Church. Each explorer claimed for the country that had sent him not only the land that he found, but all the land lying back of and beyond it.

This was all very well at first, when the country was



A STATUE OF VESPUCCI

a vast forest peopled only by Indians and wild animals. Later, as you can readily understand, it led to fighting, to bloodshed, and to wars between the different nations which laid claim to the same land. One of these wars, as you shall learn, had much to do with the birth of the United States as a nation.

QUESTIONS TO BE DISCUSSED BY THE PUPILS

1. As you understand it, tell the meaning of the words, "Fit yourself for your work."
2. Why is it well for workingwomen to fit themselves for the work they hope to do?
3. In America the women are, as a rule, the spenders for the family. What does the word "spender" mean?
4. We are told that every spender should try to get real value in return for the money spent. Can you explain what is meant by the words, "real value"?
5. Tell the story of Christopher Columbus.
6. Why was the fifteenth century called the Age of Discovery and Exploration?
7. What was the great discovery which many of the sixteenth century explorers tried to make and failed?
8. Why was the new world, discovered by Columbus, given the name of another man?

Diligence is the mother of good luck. — FRANKLIN.

FOR SPELLING AND SENTENCE BUILDING

account	discovered	imagine	secret
acquired	discovery	importance	sentence
adventure	doubt	important	several
although	dressmaker	interest	sewing-machine
Americans	eastern	island	shadow
Atlantic	electricity	Italian	Spain
attempt	engine	jewels	special
attention	Europe	journey	spirit
belief	example	locomotive	steadily
believe	except	maidservant	straight
bloodshed	explain	members	subject
branches	exploration	milliner	success
captain	explorer	natural	successful
century	factories	observed	supposed
charge	failure	ocean	swallow
China	farseeing	orange	terrible
Christopher	fearless	overhead	thoughtfully
church	floating	overthrow	travel
claimed	foolish	particular	untaught
Columbus	foolishness	penniless	urged
content	forgiveness	pleasure	usually
continued	gazed	pronounce	value
conversation	giant	properly	Vespucius
converse	guard	pupils	voyage
custom	guess	purpose	waterway
customers	history	refused	wealth
descendants	holiday	repeat	workingmen
different	honored	saleswomen	yield

LESSON XIII

THE GREAT EXPLORERS. — I

passage	southern	marches	heavy
river	northern	unbroken	sign
coast	continents	mountains	canal
exist	Balboa	disappointment	immense

After Columbus had pointed out the way, many other daring explorers crossed the Atlantic Ocean. Some of them went to discover new lands for the nations which had fitted out their ships. Some went to find the longed-for passage by water to the far East. Some went to look for gold, and still others set forth in a wild spirit of adventure to seek whatever they might find. All the explorers, however, were watching for the waterway to the East. Wherever they saw a bay or a river along the American coast, they entered and explored it hoping that it might prove to be the passage to the East.

The Spanish explorers sailed a straight course to the westward. This course brought them to the southern part of North America, to the northern part of South America and to the narrow neck of land which joins the two continents. Balboa, a Spanish explorer, went inland on this neck to explore the land. He questioned the Indians by signs and learned that

a great sea lay beyond the high mountains to the west of them.

Taking a company of men with him, Balboa started to cross the country. After long marches through the thick forest, he reached the mountains and from their top beheld the sun setting behind the rim of a wide and unbroken sea. Instead of the passage to the west for which he had hoped, he found another ocean.



Used by courtesy of T. C. Muller

THE BIGGEST CUT ON THE PANAMA CANAL

Balboa may have imagined what you and I now know, that far beyond the rim of that broad ocean lay India and the East. If so, his disappointment

must have been heavy. How could he carry his ships through the forest? How could he get them across the mountains which lay between them and this western sea?

From the high mountain top Balboa looked long and eagerly to the north and to the south. Thick forests lay everywhere, but not a sign could he find of a water-way between the ocean behind him and the ocean in front. The passage from sea to sea which he sought did not exist.

To-day, however, the United States government is cutting such a passage across the neck of land which joins North and South America. A passage cut through land to connect one body of water with another body of water is called a "canal."

This canal will cost the United States many millions of dollars but it will prove of immense value to the whole world.

LESSON XIV

THE GREAT EXPLORERS. — II

portion	difficulty	various	religion
Canada	possessions	soldiers	wilderness
France	beautiful	remained	savages
according	fortune	priests	goldsmiths

The great sea captains who were sent by France into the new world explored that portion of North

America which now bears the name of Canada. The French people therefore claimed this land and all that lay beyond it, according to the custom of the time.

England, by right of the discoveries of two daring explorers named Cabot, claimed all the land which lies between Canada on the north and the Spanish possessions in the south. The two Cabots, father and son, were not Englishmen, but they were sent on their voyages of discovery by England and they sailed under the English flag.

In an unexplored country covered by forests there could be no exact line drawn between the land the French claimed and the land claimed by England. This did not matter in the beginning. Later, when the land was more closely settled, these French and English claims led to fighting and to cruel wars.

The different explorers brought with them a number of men who remained in America. These men knew



WHAT THE CABOTS DISCOVERED

little of the difficulties which lay before them in the new world. Nor were they the kind who could face trouble or difficulty bravely.

The men who remained in the new country came for various reasons. Some were soldiers who expected to



SEBASTIAN CABOT

win fame and fortune by fighting. They were ready to fight for any cause but they did not know how to work. They forced the Indians to work for them and treated them cruelly.

There were many fine gentlemen among the first settlers in America. They brought beautiful clothes and expected to return home with plenty of gold. They were not

used to work and they suffered hunger, illness and death. Goldsmiths came to the new world expecting to work the gold which everyone was so sure of finding. They were no better fitted to meet trouble than the fine gentlemen.

Last and worst of all were the men who had been

taken out of prison by different governments in Europe and sent to settle the new world.

The only newcomers who faced troubles bravely and treated the Indians kindly were priests. They were good and brave men who hoped to teach the savages their religion and to found churches in the wilderness. The priests made friends with the Indians and journeyed far inland.

LESSON XV

THE FIRST SETTLERS

shelter	exchange	useless	president
labor	starvation	velvet	slaves
laborers	cruelty	skilled	suffering
hammers	naked	offered	adventure

When the great explorers sailed for home, they left the first settlers behind. The men, not knowing what lay before them, were glad enough to remain. Each felt that now, at last, he was free to begin gathering gold.

All too soon they found that things were not what they had expected. The country, where it was not covered with deep forests, lay bare and naked and it offered little to eat.

There were almost no signs of gold. With the help of the Indians some of the settlers found a little, but it was of no use since it could buy them neither food nor

shelter in a land where these could be won only by the hardest labor.

The fine gentlemen would have been glad to give their beautiful clothes of silk and velvet for bread to eat. The goldsmiths wished they could exchange their idle and useless tools for axes and saws and hammers.

Illness came among the settlers, and many died. There was no longer any thought of gold, and the spirit of bold adventure faded away in the face of suffering and starvation. Too late the first newcomers into this country learned their mistakes. Too late they found out that common laborers who could swing axes and hammers with a will would have been of more use than skilled goldsmiths; that a few brave women to cook their food and to nurse their sick would have been of greater help than all the fine gentlemen who knew only how to drink and to gamble.

The priests tried to win over the Indians by kindness. Often they failed because the soldiers and others treated the savages badly and tried to make them slaves. The Indians were of a race which never forgave nor forgot a wrong, and they very soon repaid the ill treatment they received with greater cruelty.

Do you wonder that settlements failed when they were started by men such as those who came here with the explorers?

It needs men of a far different sort to open up a new country. In those days, as now, the newcomer needed a strong arm, a clear head, and a healthy body. Hard work lay before him, and he had to face it or fail.

The newcomer of to-day need not fight Indians for land on which to raise his food, for the Indian obeys the law now and respects the "Great White Father," as he calls the President of the United States.

But the newcomer of to-day, whether he settles in a city or in the open country, is likely to meet trouble of some sort; and when it comes, he must be strong to fight it. Let him fight bravely. For as he fights so shall it be well or ill for all who come after him.

This has been true from the first, and from the beginning the history of the United States has been the story of its immigrants and of their children.

Looking upon this great nation, need we ask whether it speaks for their failure or for their success?

LESSON XVI

IN MR. CLARK'S CLASS

November	announce	sincerely	correct
Wednesday	blessing	rejoice	difficult
Thursday	thanksgiving	observe	remember
appoints	national	to-morrow	months

On the last Wednesday evening in November Mr. Clark announced to his class that, as the next day

would be Thanksgiving Day, there would be no school until the next week. The pupils were deeply interested in their school work. They learned much in school that was of value to them and were therefore sincerely sorry to lose an evening. One of them asked Mr. Clark to explain to the class the meaning of Thanksgiving Day.

"I shall be very glad," said Mr. Clark, "to tell you the meaning of Thanksgiving Day. It is the day which the President of the United States sets apart each year as a holiday, on which the whole nation may rejoice and thank God for the blessings of the past twelve months. It is called Thanksgiving Day because it is the day on which the nation gives thanks. It is a national holiday and every American in the United States or away from it will try to keep tomorrow as a day of rejoicing and of thanksgiving."

"To-day is the twenty-seventh of November," said William. "Then we must remember that the twenty-eighth of November is a day of thanksgiving in this country."

"No, William, that would be a mistake. This year Thanksgiving Day happens to fall on the twenty-eighth of November, but it does not do so every year. There is no fixed date for this holiday.

"Each year the President appoints the day which

shall be the national Thanksgiving Day. As a rule he makes it the last Thursday in November, because the people have become used to observing it on that day. The United States is the only nation in the world that has a Thanksgiving Day every year."

"Why is the United States the only nation to observe a Thanksgiving Day every year, Mr. Clark?"

Mr. Clark smiled. "That is a difficult question to answer, Frank. I am sure I do not know why the United States is the only nation which observes Thanksgiving Day every year. How can I or anyone else tell why other countries do *not* observe it?"

"I think you meant to ask me why it is that the United States sets apart a day of Thanksgiving every year, when other nations do not do so. If this is what you meant, please put your question in the correct form."

LESSON XVII

THE STORY OF THANKSGIVING DAY. — I

certainly	naturally	millions	buildings
opportunity	settlements	freedom	dangers
listen	beginning	especially	denied
account	heroes	blackboard	periods

"Mr. Clark, can you tell us why it is that the United States observes a Thanksgiving Day every year?" asked Frank.

"Certainly, Frank. It is a simple and pleasant story. I should like to have the whole class listen while I tell it, as I shall ask all of you to write an account of the Thanksgiving story when you go home. I wish you to write the story in your own words and to bring it to me when you come back to school next Monday."

As Mr. Clark spoke, he turned to the blackboard and wrote upon it the words:

THE STORY OF THANKSGIVING DAY

He told the class to copy the words on paper so that they could learn the correct spelling. Then, seating himself at the table, he began the story:

"I am glad of the opportunity to tell you the story of Thanksgiving Day. It should be of special interest to you who have come here to live, hoping to make yourselves a part of the American people.

"You know that the United States is to-day a very great nation; and naturally you would like to know how it became so great. You can learn this best by reading a history of the United States.

"The little history I am to tell you goes back to the days before the United States became a nation. When you hear it, you will understand what sort of men they were whose strong arms and brave hearts helped

from the very beginning to make our country what it is to-day.

“Like yourselves, the heroes of the Thanksgiving story came here from Europe; and, like the millions who followed after them, they left home and friends and country behind, hoping to make their way in a new world. They found a wild country, without buildings or cities, but here they were free. And this meant much to men who, at home, were not allowed even to pray to God in their own way. This right had been denied them, and braving the dangers of the ocean, they came to America.



AN INDIAN CHIEF

“The story of Thanksgiving Day begins in the early part of the seventeenth century, less than three hundred years ago. Three centuries are a long time in the life of man; they are a very short time in the life of a nation.

“Three hundred years ago the present nations of Europe were already strong and great, but the United States was not yet born. There were no towns nor cities here; where they stand to-day, the land was covered with thick forests. The few people who lived in the forests were as wild as the country around

them. Their skin was red and they had long black hair. The men were tall and strong and spent their days in hunting and fighting. The women worked in the fields and took care of the children.

"When Columbus discovered America and saw the strange people who lived in its forests, he named them



AN INDIAN WOMAN AND
BABY

Indians, thinking he had landed in India. That was in 1492, more than a century before the first American Thanksgiving Day.

"At different periods in the next century people from Europe came to see the new country which Columbus had discovered. Some of the people stayed here after the ships which brought them had sailed away.

"These people were called 'settlers'; the places where they built their homes were called 'settlements.' These settlements, which were near the coast, were far apart. They did not thrive in the beginning, because the first men who came to live in this country did not know how to work. Nor did they know how to meet trouble with brave faces and 'make the best of it,' as we say here in America.

"The settlements which grew strong were those that were settled by men and women who were willing and able to work hard. Later in the term you will learn more about the settlers and about what they did for the United States of to-day. I think the story will interest you especially, since the settlers, like yourselves, were immigrants from other lands."

LESSON XVIII

THE STORY OF THANKSGIVING DAY. — II

December	probably	rough	dandelions
Plymouth	presently	enough	vegetables
Boston	Mayflower	straight	firewood
Pilgrims	continued	yellow	numbered

"In December, 1620," continued Mr. Clark, "a band of English people who called themselves Pilgrims reached America. They numbered ninety-nine in all — men, women and children. They landed at a spot not far from the place where the city of Boston now stands. They named their landing place Plymouth, because they had sailed from Plymouth in England.

"The men cut down trees and used the logs to build houses. Some of the settlers moved into these rough houses and the rest stayed on board the *Mayflower*, the ship which had brought them to the new world.

"The winter was very cold. Long before it was over the settlers discovered that they had not brought enough food with them from England. Half their number died through illness and lack of food. Things looked very dark for the others.



From the painting by Bayes

PILGRIMS WATCHING THE "MAYFLOWER" SAIL BACK FOR ENGLAND

"Some of them probably wished themselves back in their old homes. Perhaps they forgot the troubles that had driven them away. Or was it, perhaps, that people always think present troubles the darkest?

"However this may have been, the little band of Plymouth Pilgrims certainly had their full share of trouble during that first long winter in a cold and naked country.

"There is an end to all things, even to the darkest

troubles. This was as true in the time of the Plymouth settlers as it is to-day for you and for me and for everyone else. Presently the days began to grow longer and the warm sun melted the winter's snow and ice. The trees put on green leaves, and the grass was yellow with the gold of dandelions. Spring had come at last!

"The Plymouth settlers had no wish to go hungry another winter, so as soon as they could they plowed the ground and planted the seeds which they had brought from England. They prayed, as they planted, that they might gather enough grain and vegetables to carry them through the next winter.

"The Indians were friendly and gave the hungry settlers some of their Indian corn.



AN INDIAN WIGWAM

This corn was new to the white men. They had never seen it before and they did not know what to do with it; but when the Indians showed them how to cook it, the newcomers found it very good. The red men

gave them seed of this corn also and in the spring they taught them how to plant it.

"All summer long the settlers watched and watered their growing crops. They tended them as carefully as mothers tend little children. They gazed in wonder at the strange Indian corn as it shot up from the ground, green and tall and straight as a young tree.

"They worked early and late and when the time came to gather in their crops they saw themselves well paid. To be sure, they were not paid in money, as most workers are paid to-day. Money would have been of no use to them in a land where there was nothing to buy nor to sell.

"They were paid instead in the rich store of yellow grain which they gathered, and in the great heaps of vegetables which they could put away for the coming winter. It was good pay and the settlers were very thankful.

"During the summer they had built more log houses and beside each one there now stood a great pile of firewood. The boys in the settlement had gathered the wood in the forest. They were strong and willing and it had not taken them long to learn how to fell trees and to saw and chop them into firewood."

LESSON XIX

THE STORY OF THANKSGIVING DAY. — III

family	public	harvest	berries
hillside	recovered	turkeys	invited
beforehand	feasting	roasting	invitation
paleface	grateful	bounteous	savages

“When the settlers saw the great heaps of firewood and the food laid by for the winter, they were deeply thankful,” continued Mr. Clark.

“They knew that they had worked hard for these things, and in their hearts they felt that God had blessed their work. Had not many of their number recovered from illness?

“Had not the Indians, whom they had feared so greatly, been kind to them when they were most in need? It is true that they sorrowed deeply for half their people lying in the graves on the hillside, but had not the other half been spared? Did not this great store of food prove that God had blessed them and brought them into a land of plenty?

“It was because of all this that they set apart with grateful hearts a day on which the whole settlement should give thanks to God in public, for the many blessings He had given them.

“When the day came which they had set apart for

the public thanksgiving, the Pilgrims went first of all to the church, there to offer their thanks to God. After church they sat down at long tables which, set out of doors, were spread with all kinds of things to eat.



A CHAIR AND A SPINNING WHEEL THAT CAME
OVER IN THE "MAYFLOWER"

"For days beforehand, everyone had done his share to make it a great feast. The men had shot wild ducks and geese and turkeys. The women had baked cakes and pies, cooked vegetables and roasted the ducks and geese and turkeys.

"The boys had gathered nuts in the forest and popped great heaps of corn over open fires. The girls, after helping their mothers with the cooking, had set the tables and made them bright and gay with red leaves and berries and with long ears of yellow corn.

"Do not think that the settlers in their time of rejoicing forgot the Indians who had been kind to them. They remembered the help the red men had given them

when they needed it most, and they gladly invited the savages to join in the feasting.

“It was all very new and strange to the Indians, you may be sure. Not one of them had ever seen a table until the white men came among them. But they were a proud people; and the invitation to join the great feast of the ‘palefaces,’ as they called the white men, made them as happy as children..

“They came bright and early, dressed in their finest paint and feathers, and wearing the skins of animals. Nor did they come with empty hands. They brought fish which they had caught in the streams and the meat of deer which they had hunted in the forest.

“The Indians sat at the tables with the settlers, and the white women waited upon them just as politely as upon their own people.

“This was the first American Thanksgiving dinner, and the fun and feasting lasted for three full days. Sometimes I think I should like to have lived then among those fine old settlers; but we should all feel glad to be here to-day, in these free United States, which those brave men and women helped to found.

“The little settlement at Plymouth grew stronger as the years passed, and more people from home came to live in America. Hunger was now unknown, but the

settlers never forgot the troubles of that hard winter of 1620-21.

“Every fall, when they gathered in their full crops, they remembered that first Thanksgiving; and every



AN OLD STONE HOUSE IN NEW ENGLAND
Built in 1635

fall they again set aside one day to give public thanks to God. At first this day was kept only in the Plymouth settlement. Afterward one settlement after another began to observe it, and

now the whole American nation, like a great family, observes a Thanksgiving Day every year.”

QUESTIONS TO BE DISCUSSED BY THE PUPILS

1. Why did some of the first settlements in America fail?
2. What kind of people are needed to open up a new country?

s the name of the ship that brought the
merica?

4. Why did the Pilgrims name their settlement "Plymouth"?

5. Why do Americans observe Thanksgiving Day as a holiday?

He prayeth best, who loveth best
 All things both great and small;
 For the dear God who loveth us,
 He made and loveth all.

—SAMUEL TAYLOR COLERIDGE.

FOR SPELLING AND SENTENCE BUILDING

according	coast	fortune	months
account	continents	France	mountains
adventure	continued	freedom	naked
announce	cruelty	goldsmiths	national
appoints	dandelions	grateful	naturally
Balboa	dangers	hammers	northern
beautiful	December	harvest	November
beforehand	denied	heavy	numbered
beginning	difficult	heroes	observe
berries	difficulty	immense	opportunity
blessing	disappointment	invitation	paleface
Boston	enough	invited	passage
bounteous	especially	labor	periods
braving	exchange	laborers	Pilgrims
buildings	exist	listen	pleasant
Canada	family	marches	Plymouth
canal	feasting	Mayflower	portion
certainly	firewood	millions	possessions

presently	river	soldiers	turkeys
president	roasting	southern	unbroken
priests	rough	starvation	useless
probably	savages	story	various
public	settlements	straight	vegetables
recovered	shelter	success	velvet
rejoice	sign	suffering	Wednesday
religion	sincerely	Thanksgiving	westward
remained	skilled	Thursday	wilderness
remember	slaves	to-morrow	yellow

LESSON XX

WRITING IN ENGLISH

dictionary	practice	dial	detect
composition	practise	thoughts	twenty
compare	pencil	pocket	move
rewrite	useful	dozen	chosen

Men and women who come to America from a foreign country and do not know how to speak English sometimes feel that they will never learn the strange language. After a little while, they find that they can understand some of the English that they hear spoken. But when they try to speak English themselves, it is very hard to make people understand what they wish to say.

The same thing happens when they try to read English and to write it. They find that they can understand part of what they read, but that it is very hard to make another person understand the English they have

written. The dictionary does not help them much, and they begin to fear that they will never learn to write English.

These people need practice in what we call "English composition"; that is, in learning how to put their thoughts into English words and how to set them down in writing.

They should learn to join words into sentences and to join the sentences so that they express the writer's thought. If you need practice in English composition, you should begin by choosing some simple object, and writing whatever you know about it in short sentences.

Tell (1) what it is, (2) what it is made of, (3) what it is used for, (4) what can be said about it.

Let each sentence state some fact that you think is valuable to know. Thus, when writing about a pencil, one might state the following facts:

This pencil is made of wood. Lead is inside the wood.

I can draw and write with a pencil.

A pencil is a useful thing.

After you have written the facts in this way about a dozen or twenty other things, you will be ready for the next step.

Choose some simple story in your reading book and make a list of the words in it. Close the book and write out the story using the words in your list. Re

aloud what you have written and see if your ear can detect your mistakes. Then compare your work, sentence by sentence, with the story in the book and correct the mistakes you find. Rewrite the story and avoid the mistakes made before.

With a little practice in work of this kind, you ought to be able to write a short composition, something like this:

MY WATCH

I have a watch. It has a gold cover. We call the cover of a watch its case.

My watch has a face with numbers on it. It has two hands which move and point to the numbers.

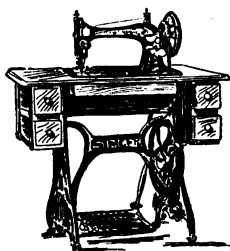
The face of a watch is called the dial. The two hands and the numbers on the dial tell me the time of day.

I carry my watch in my pocket.

I wind my watch every morning.

A watch is a small thing, but it is very useful.

You might try to write a little composition such as this upon each of the subjects shown in the pictures given below.



SEWING MACHINE



LAMP



BOOKCASE

LESSON XXI

AESOP'S FABLES

Aesop	bather	enjoyed	fagot
contains	bathing	traveler	unite
truth	divided	injure	untie
heart	moral	union	single
thousand	advice	strength	bundle

A fable is a short story which contains a lesson or "moral," as it is called. As fables are always written in simple language, you will find them helpful in your English composition work. They are easy to read and to write again in your own words.

Aesop was perhaps the greatest writer of fables that ever lived. And although he died more than two thousand years ago, his fables will probably live forever. Each of them contains a seed of truth, and truth never dies. The truth lies in the moral of the fable, and it is worth remembering when found.

Sometimes the moral is set forth in plain words at the end of the story, and sometimes the readers are left to find the moral for themselves.

Both Miss Weston and Mr. Clark would now and then have the pupils read a fable aloud in the classroom. The pupils enjoyed looking for the moral.

Often they found a second moral in a fable, and once in a while they found a third moral in it.

The pupils liked an "Evening with Aesop," as they called it. They found it good practice in English to tell the story of the fable in their own words. Sometimes one of the class would tell a story from real life that proved the truth of the moral. This made the evening even more interesting.

Should you, who are reading this book, like a lesson of the same kind, try it with the fables printed below. You might try writing in your own words the story each tells. Do not forget the moral. Perhaps you may find more than one moral. Who knows?

THE BOY BATHER

A boy bathing in a river was in danger of being drowned.

He called out to a traveler who was passing by, for help.

The traveler, instead of holding out a helping hand, scolded the boy for having gone too far into the river.

"Oh sir!" cried the boy, "please help me now, and scold me afterwards."

Moral: Scolding (or advice) without help, is of little use.

THE FATHER AND HIS SONS

A father had several sons who were always fighting among themselves.

When the father found that he could do nothing to stop them from fighting, he told one of them to bring him a fagot. (A fagot is a bundle of sticks tied together.)

He placed the fagot in the hands of each son in turn and ordered them each to break it. They each tried with all their might, but they were unable to break it.

Then the father untied the fagot, and gave them the single sticks to break. The single sticks were broken very easily, one by one.

Then the father said to the sons:

"My sons, take this lesson to heart. If you are of one mind, and unite to help each other, you will be, like this fagot, too strong for those who try to injure you. But if you are divided among yourselves, you will be broken as easily as were these single sticks."

Moral: In union there is strength.



LESSON XXII

THE MONDAY QUESTION GAME

color	material	straw	title
studying	sheets	express	title-page
students	meeting	umbrella	sentences
distinguish	wrap	therefore	trouble

Miss Weston's class always spent the last half hour on Mondays in playing a sort of English question game. They chose a subject, and then some member of the class asked the others a question about it. Whoever answered correctly had to ask another question. The one who answered the second question asked the next and so on.

The members of the class could not speak English very well. Whenever they needed a word to help them express what they meant, Miss Weston gave it. In this way they learned many new words.

When Miss Weston started the first game she held up a book and asked what it was. Anna answered: "It is a book," and at once asked: "What color is

the book?"

Mary answered: "Red," and asked: "What is in the cover of this book?" It took a long time for Mary to answer to Mary's question. One of the boys then said: "Pages," and another: "The title." Miss Weston's help Emma an-

swered: "Printed pages," and asked: "What is a page in a book?"

"A page in a book is one side of a leaf. The leaf is of paper. What is paper?"

Almost everyone in the class knew the meaning of the word "paper," but it was hard to express it in a few words. At last some one answered:

"Paper is a material which comes in sheets. It is made from rags, straw, wood, or the bark of trees. What is paper used for?"

"To wrap things in. Also, we can write or print upon paper. What is printed on the paper in this book?"

"Lessons in English for foreigners. What do these lessons teach?"

"Reading, spelling, and how to use words in sentences. Do all books teach lessons?"

"No, not all books. Schoolbooks always teach lessons. How can one tell a lesson-book from another book?"

"We can distinguish it by the name. Where do we find the name of a book?"

"Sometimes the name is on the back of the book; sometimes, as on this book, the name is on the cover. We can always find the name of a book on the title-page. What is a title-page?"

"A title-page is the page on which the title of the book is printed. The title-page of an English book is in front. What does the word 'title' mean?"

"'Title' means name. The title of a book is the name of the book."

After the first question game, the class begged for more of them, and their teacher gladly set aside the last half hour on Mondays for this purpose. Everyone who could speak English at all, took part in the game.

There never was any trouble in asking the questions; questions are easy to ask. Sometimes there was trouble in giving the right answers; but Miss Weston was always ready to supply the words a speaker needed to express what she wished to say.

Subjects Suggested for a Question Game.

A Woman's Dress
The Class Room Door
A Pair of Shoes
An Umbrella

LESSON XXIII

THE FREE LIBRARY

library	promptly	quiet	converse
librarian	stamps	behave	conversation
visit	beyond	properly	finished
visitor	magazines	borrow	nothing

A free library is a place where books are kept which the people are allowed to read. Any one may visit a



THE MAIN READING ROOM IN THE LIBRARY OF CONGRESS

The national free library at Washington, D.C.

free library at any time that it is open. You may read the books while you are in the library or, if you have a library card, you may borrow a book and take it home.

You may keep some library books one week, and there are others which you may keep two weeks. When you have finished reading or studying the book, you return it to the library. Then if you wish to borrow another book you may do so.

No one need pay for the use of the books in a free library. All that readers are asked to do is to keep the books clean and to return them promptly. If readers do this, it will cost them nothing to borrow books from the free library.

The person in charge of the library is called the librarian. The librarian will give you the book you ask for or he may allow you to go to the shelf where the book is kept and get it for yourself. The librarian will help you choose a book, if you do not know which one to take. If you wish to borrow books to read at home, the librarian will tell you how to secure a library card.

When you borrow a book the librarian stamps the date upon a card inside the cover. If you fail to return the book within the right time after that date, you will have to pay a fine of one cent for every day beyond the time when the book is due.

There is a reading-room in the library where visitors may read books or any of the newspapers or magazines that are kept there. They may write in the reading-room but they are not allowed to use pen and ink. People may spend as much time in the reading-room as they wish; but they must be quiet, and behave properly while they are there. Conversation is not allowed. People visit a library to read or to study, not to converse with one another.

You will find the librarian very ready to help persons who are eager to learn English. If they ask his advice he will give them books which are easy to read and also interesting. There are many such books and some of them tell true stories of this country and of the great men and women who helped to make it what it is.

LESSON XXIV

THE READING CLUB

advised	further	club	dictionary
enjoy	weather	struggle	hunting grounds
bravely	together	suggested	pronounce

Mr. Clark advised the pupils in his class to visit the free library in order to read there and to borrow books to read at home.

"If you spend only one hour a day," he told them, "in reading an English newspaper, magazine or book, you will learn a number of new words. It will teach you also to use these words in the right way and to put them in their right places in sentences."



THE PERIODICAL READING ROOM IN THE LIBRARY OF CONGRESS

"But, Mr. Clark," suggested one of the pupils, "suppose we do not understand what we read. We may not know the meanings of new words."

"That is true," answered the teacher; "if you have no dictionary to help you, it will be a little hard at first

to get the meanings of new words. But if you read a story told in simple English, the words you already know will help you to get the meanings of the others which you do not know.

“The main thing is to keep on reading, even if there should be much that you do not understand. You will soon find that the more you read, the more you will understand of what you are reading.

“In every library there are books that tell stories of the United States before and after it became a nation. You will find these stories quite as new and as interesting to you as the one we learned here in school — the story of the Plymouth settlers and the first Thanksgiving Day.

“The librarian will gladly give you the names of books which tell these stories. It seems to me that you should enjoy particularly reading about the settlers. Like yourselves, they came here as foreigners into a strange land. Their life in the new country was hard, but each did his part bravely. They worked long and late, but they won homes for themselves and a good name, and to-day the whole nation holds them in honor.

“Some of you might be interested in stories of the Indians, the race of red men who lived in the forests of the new world. These stories will tell you of their



A VIEW IN THE LIBRARY OF CONGRESS, SHOWING THE VEDDER MOSAICS

This stairway leads to the balcony overlooking the reading room,
shown on page 81.

struggle with the palefaces who drove them ever farther and farther from their hunting grounds.

"Persons who are trying to learn English are very much helped by reading it aloud. It teaches them to pronounce the words and it trains the ear to their sound. I think that it would be a good plan for you to form a reading club in which each member in turn could read English aloud to the others. Your club could meet at the homes of its members. In warm weather you might meet in the nearest park. I am sure that you would find reading English together in this way very pleasant, and also very helpful."

LESSON XXV

SENTENCES SHOWING WORDS WITH OPPOSITE MEANINGS

borrow	rude	same	natives
return	polite	opposite	foreigners
remember	like	united	guard
forget	different	divided	injure
question	quiet	native-born	short
answer	noisy	foreign-born	long

I borrow a book from the library.

I return the book to the library.

You borrowed money.

You must return it.

He borrowed my hat from me.

He returned my hat to me.

We must remember the kind things people do.

We must forget the unkind things.

I remember seeing you at school last night.

I forget where I saw your sister.

I remembered how to spell the new words.

I forgot their meanings.

It is easy to ask questions.

It is not so easy to give the answers to them.

Edward asked the question.

Emma gave the answer.

We question the teacher.

The teacher answers us correctly.

It is rude to push people aside.

It is polite to pass by them gently.

It is rude to laugh at another's mistake.

It is polite to act as if you had not heard it.

It is rude to laugh when any one falls.

It is polite to help him rise to his feet.

My hat is like your hat.

My coat is different from your coat.

The horses in this country are like the horses at home.

The cars here are different from the cars at home.

Your book is like mine outside.

It is different inside.

The boys in the class are noisy.

The girls are quiet.

The streets are noisy in daytime.

The streets are quiet at night.

Children may be noisy at play.

Children must be quiet in school.

John and I live on the same side of the street.

William and I live on opposite sides of the street.

There is much truth in the saying:

“United we stand,
Divided we fall.”

It is easy for the native-born of this country to speak good English.

It is harder for the foreign-born.

The people of this country are not all natives.

Many are foreigners.

Winter days are short.

Summer days are long.

A woman lets her hair grow long.

A man wears his hair short.

QUESTIONS TO BE DISCUSSED BY THE PUPILS

1. When you write an English letter do you find yourself making mistakes?
2. Do you ever practise writing letters in English?
3. Do you try to rewrite little stories that you read in books or in a newspaper?
4. Do you like to build sentences in English, using words that are given in the spelling lists?
5. What is a free library?
6. Have you visited a free library?
7. How can the library help the foreigner who is trying to learn English?

Habit is a cable; we weave a thread of it every day, and at last we cannot break it. — HORACE MANN.

Reading maketh a full man, conference a ready man and writing an exact man. — BACON.



HALF VIEW OF THE GRAND STAIRCASE

**In the Library of Congress, the most magnificent free library building
in the world**

FOR SPELLING AND SENTENCE BUILDING

advice	different	noisy	strength
advised	distinguish	nothing	struggle
Aesop	divided	opposite	students
allowed	dozen	pencil	studying
answer	enjoy	pocket	suggested
bather	enjoyed	polite	therefore
bathing	express	practice	thoughts
behave	fagot	practise	thousand
beyond	farther	promptly	title
borrow	finished	pronounce	title-page
bravely	foreign-born	properly	together
bundle	foreigners	pupils	traveler
charge	further	question	trouble
chosen	guard	quiet	truth
club	heart	remember	twenty
color	hunting grounds	return	umbrella
compare	injure	rewrite	union
composition	librarian	rude	unite
contains	library	sentences	united
conversation	magazine	sheets	untie
converse	material	short	useful
danger	meeting	single	visit
detect	moral	stamp	visitor
dial	move	state	weather
dictionary	native-born	straw	wrap

So nigh is grandeur to our dust,
 So near to God is man,
 When Duty whispers low, "Thou must,"
 The youth replies, "I can."

—EMERSON.

LESSON XXVI

A SETTING-UP EXERCISE

doubt	steam engine	muscle	breathe
exercise	straighten	minutes	inhale
vigor	forward	regular	exhale
vigorous	elbows	irregular	stretching

You have no doubt heard at some time that exercise is good for the health. You are, of course, eager to remain in good health. Do you give your body its rightful share of exercise every day?

The human body is like a steam-engine. It must be fed with food just as the engine must be fed with coal and water. It must also be exercised just as the steam engine must be used to keep it in good trim and free from rust.

People do not forget to eat and they should not forget to exercise. Food makes muscle, and exercise makes the muscles useful. Without food the muscles grow thin and waste away. Without regular exercise the muscles grow soft and easily tired by work.

Some people think that they cannot spare time for exercise. They cannot be told too soon that they must find time for exercise, or they will have to find time for illness.

Every one can spend two minutes, two or three times a day, in what is called the "setting-up exercise." It is very simple, and it takes very little

time. The setting-up exercise is good for the muscles, and for the lungs through which one breathes.

People may think that the lungs have all the exercise they need in the act of breathing which is kept up during sleeping as during waking hours. This might be true if people always breathed in a correct manner. As a matter of fact, few people breathe correctly. Many of them breathe only through a part of their lungs leaving the rest without air or exercise.



LIFT YOUR
ARMS AS
HIGH AS
YOU CAN

If a person takes the setting-up exercise near an open window, it will fill his lungs full of fresh air and give him exercise which will help him to remain healthy. The proper way to exercise the lungs is to take a deep breath and then let the breath pass out again. One "inhales" when one takes a breath; one "exhales" when he lets the breath out. Inhaling deeply and afterward exhaling slowly exercises the lungs to their utmost.

The setting-up exercise is to be taken as follows:

Breathing

Stand. Press the back of your neck against your collar. Inhale as long and as deeply as you can. Exhale slowly. Do this four times.

Stretching

Bend the back gently forward. Straighten the back. Raise the chest and lift the arms as high and as far back as you can. Do this with force and vigor. Keep the elbows straight. Do this four times.

Knee Bending

Keep the body straight and bend the knees half way. Rise. Do this eight times.

Breathing

Do this four times as before. Sit.

This setting-up exercise is very simple, as you see, yet it is good for men, women, and children alike. It does not tire the muscles, and it will in time make them strong and vigorous. The setting-up exercise should be taken regularly. Going through with it to-day and forgetting it to-morrow will do no good. Regular exercise always gives the muscles strength and vigor. Irregular exercise will tire them to no purpose.

LESSON XXVII

THE NEED FOR GOOD VENTILATION

ventilate	sunshine	headache	doctor
ventilation	outdoors	tuberculosis	living room
recreation	actual	terrible	luncheon
passengers	provides	weight	outings

People who live in crowded cities need plenty of

fresh air and bright sunshine to keep them in good health. They seldom get enough of either. In the rush and hurry of city life, busy workers find little time for outdoor exercise. It would be well if they could at least exercise by walking to and from their places of business every day. Few are able to do this because in crowded cities the homes and the business places are far apart. The greater number of workers must ride in the cars at hours when they are filled with passengers. Most working people are kept indoors during the day, often in badly ventilated rooms or shops crowded with workers.

The word "ventilated" means open to the air. A well ventilated place is one which allows fresh air to enter freely and drive out the air which has grown stale or which has become foul through use. The place into which fresh air cannot make its way freely is badly ventilated.

People do not drink water which has been left standing without change from day to day. They know that such water is stale and unfit to drink. But they work for hours at a time in crowded and badly ventilated shops and rooms, breathing over and over again air which is worse than stale and wholly unfit to take into the lungs.

The law provides that there must be windows in all

workrooms. Of what use are the windows if the workers themselves do not see to it that they are opened to let in fresh air?

Air which has been breathed over and over again is foul and unfit to take into the lungs. To breathe foul air is as dangerous to health as to drink foul water. The harm that comes of it may not be felt at first, but this does not make the harm less real.

One of the many reasons why one should never spit on the floor is because when the spit dries, it passes into the air as dust, bringing disease to those who breathe it.

People who work or who live in crowded rooms soon lose their healthy color. They have headaches, and they become tired out long before the day is over. Many of them fall ill of tuberculosis, that terrible disease which begins with loss of weight and a cough and ends so often in early death.

If you ask a doctor to tell you the cause for all these ills, he will answer that it is mainly the bad air which these persons breathe into their lungs day after day. Many of them breathe foul air night after night too, because they sleep in rooms whose windows are tightly closed, instead of being opened to admit fresh air.

Fresh air should be allowed to sweep freely through

workshops and living rooms at least once every day in winter as well as in summer. Windows can be safely opened a little at the top in the very coldest weather. No one need fear taking cold. There is far less danger of taking cold in a room where the air is cool and pure



A CHANCE TO FIND SUNLIGHT
A View in Central Park, New York City

than in a room where the warm air has been made foul because many lungs have breathed it over and over again.

City workers need sunshine also, just as plants need it. Because of their daily work indoors, they cannot get much sunshine except on Sundays and holidays. On these days, then, they should be out of doors as much as possible while the sun is shining. They can find plenty of sunlight in the public parks and in nearby country places.

Trips to nearby country places do not cost much money, if people are content to walk about or to sit in

the sunlight and to eat the luncheon they bring with them from home.

Quiet outings of this kind are pleasant recreation, and those who take them will find that they can work better for them afterward.

LESSON XXVIII

GYMNASTIC EXERCISES

gymnastic	physical	necessary	strengthens
gymnasium	culture	overdoing	nature
dumb-bells	punching bag	wrists	supplies
basketball	movements	climb	wholesome
ceiling	valuable	gradually	knowledge

People who, for one reason or another, are unable to take enough outdoor exercise will find gymnasium work helpful. It does not cost very much money to join a gymnasium, and the good that comes of it is of far greater value than the price paid. Members of a gymnasium are allowed to go there for regular gymnastic exercise and are free to use the wands, dumb-bells, bars, and other supplies that are kept there.

All men, old as well as young, enjoy gymnasium work, and they find that it does them good. They feel that it keeps them "fit," as they say. Women, also, have learned that gymnastics are as good for them as for their brothers. In almost every gymnasium certain afternoons or evenings are set aside for women's classes

in "physical culture," as lessons in exercising the body are called.

It often happens that gymnastic work tires the muscles at first. They may be very stiff next day and ache with every movement. This is because they have



A GYMNASIUM EQUIPPED FOR MANY KINDS OF EXERCISE

been idle for years, perhaps, and are unwilling to do the work nature meant them to do.

If this happens to you do not give up exercise. The stiffness of the muscles will pass away before long. Begin with simple movements and exercise gently at first and without strain. Then gradually try harder

exercises, until your muscles grow firm and obey you easily and readily.

When you have mastered the regular gymnastic exercises for the arms, legs, back, and chest, you may try running along the gymnasium track. Do not try to run too fast in the beginning. Let the first lessons teach you how to make the right muscles for running do their work in the right way.

Jumping, like running, is good exercise, but it is harmful when it is overdone. To "overdo" a thing is to do it too long or too often. It is as necessary not to overdo in the gymnasium as it is anywhere else.

There are high poles in the gymnasium and long ropes which hang from the ceiling. These are used for climbing. A little practice will teach you to climb and to hold on to keep your body from falling. These are valuable things to know. Who can tell when a knowledge of them may save one's life, and perhaps the life of others, in a fire or at sea?

Swinging by the hands from wooden bars placed high above the head strengthens the muscles of the arms and wrists. Women as well as men who have trained their muscles by gymnastic exercises soon learn to swing from these bars, hanging by the hands, the feet, or the bended knees. Some of them become able to

turn the body around and around a bar while hanging by the hands, feet, or knees. Hitting or punching a bag which hangs from a ring overhead, and basketball are gymnasium exercises which provide fun both for those who take part and for those who look on.



AN OUTDOOR GYMNASIUM

An outdoor gymnasium where one can be in the fresh air and sunlight while exercising is best of all. Many cities have built outdoor gymnasiums in open spaces, where the people may exercise free of charge. It not only gives people wholesome recreation but leads to a great gain in the public health.

LESSON XXIX

OUTDOOR SPORTS



SATURDAY AFTERNOON FOOTBALL IN THE COUNTRY

football	furnish	playground	sports
baseball	rough	diamond	fenced
tennis	empty	court	healthful
swimming	public	pool	rowing

Outdoor games and sports offer grown people as well as children healthful exercise and wholesome recreation.

All summer long men may be seen all over the country playing the great American game of baseball whenever they have a free hour for it. They enjoy

the fun of the game, and the exercise is good for their health. Tennis, football and golf are other outdoor games which grown people enjoy. Very few women play either baseball or football, although many of them understand the rules of both games and enjoy watching them played. They do not take part in the games because the play is often rough. Women play tennis, golf and basketball, and have been known to win in these games when playing with men.

Swimming and rowing are pleasant recreations. Everyone should learn to swim and to row, for such knowledge may at some time save one's own life or the lives of others. One cannot learn to swim without water nor to row without a boat and oars; but even in inland cities there are usually chances to practise both.

Outdoor games are within the reach of every one who lives in the country or in a small town. Anyone can learn to play them; and there is always an empty field where one can mark out a "diamond" for baseball, lay out a tennis court, or hang the baskets for basketball. Any stretch of country will do for golf, and the nearest pond or river will furnish a place for swimming and rowing. City people may enjoy outdoor exercise, if they will go where they can have it.

We can readily understand why ball playing is not allowed in the city streets. It is allowed, however, in

the public playgrounds. Some of the parks have set aside spaces for baseball and for tennis; and they also allow rowing upon the ponds. Sometimes a group of



AN EXCITING MOMENT IN A GAME OF BASKETBALL

city people hire from the owner an unused piece of ground for a morning or an afternoon game of ball or of tennis. The lot is fenced in, and the players are free to enjoy their game.

Nearly every large city has floating baths where men and women can learn to swim. Public baths may be used free of cost to the bathers. A small sum is charged for the use of the water and the swimming pool in other baths. People who do not know how to swim may go to these baths without fear of drowning. The water is not deep enough to drown a person, and someone is always on guard during bathing hours.

LESSON XXX

WHOLESOME RECREATION

botanical	specimens	medicines	pocket mirror
zoölogical	polished	creatures	playthings
museum	pictures	monkey	chatter
art gallery	captured	reflection	civilized

“ All work and no play makes Jack a dull boy.” This is an old saying and a true one. We might add that Jack’s big brother and sister and his father and mother are quite as likely as Jack is to grow dull from “ all work and no play.”

Work is good for everyone, but a little play now and then is also good, because it adds pleasure and brightness to life. Grown people call their playtime “ recreation.” They find recreation in very different ways, but the important thing is to seek recreation which is both wholesome and pleasant and as different as possible from one’s daily life.

City people who are kept indoors all the week should take their recreation in the open air even though it be simply a walk in the country under a sun shining in a bright, blue sky. It would be a good plan for them to spend a holiday or a Sunday, now and then, in a botanical garden or in a zoölogical garden, if one is near their city. It will cost them only the car-fare

to get there, and visitors will find much to interest them.

In the New York Botanical Garden there are thousands of plants gathered from all parts of the world. Many of them grow in the open ground, others are



IN THE FERN HOUSE
At the New York Botanical Garden

tenderly nursed into flower or fruit in great glass houses. In the Museum which is in the Botanical Garden they can see the wonderful things man, both savage and civilized, has made from the green things which grow in the earth.

Man has learned how to turn them into foods and into medicines. He has changed them into clothing to keep his body warm; into coverings for his floors and his furniture; into paper and into ink with which to write on it. He has woven them into ropes and baskets and into a thousand useful and beautiful things.

We see about us every day the things man makes of wood; but until we see the specimens of polished woods in the museum we cannot know the beauty that lies in the wood itself waiting for man to bring it into sight.

A zoölogical garden is a place for keeping animals which have been brought together from distant parts of the earth. It is very interesting to watch the strange and beautiful creatures. It takes us, for the time, far away from ourselves and our daily work. We think of the distant land from which this wonderful bird or that splendid animal was brought. We ask ourselves how it was caught and who captured it; in what way it was brought over the seas; and whether it misses its old, wild life.

We wonder whether it is content with its new home where it needs no longer to hunt for food, or whether it would rather have its freedom.

Some of the strange creatures seem quite at home and enjoy being stared at by the people who pass their cages. The members of the great monkey



HALL OF STATUARY AT THE METROPOLITAN MUSEUM OF ART
New York City

family play together and chatter like children. They love to be looked at and always come to the front of the cage when visitors are about.

Visitors are not allowed to feed the animals nor to throw things into the cages. Anyone can understand the reason for this rule and everyone ought to obey it.

There is no rule against bringing a simple plaything for an animal and asking a keeper to give it to the poor creature shut up in his cage night and day. It is great fun to watch an animal play with a ball or to look at a tame monkey chattering to its own reflection in a pocket mirror.

Most large cities have an art gallery or a museum where pictures and objects of interest are kept. As a rule these places are opened to the public on certain days and evenings, free of charge. A visit to one of them now and then will prove a delightful as well as wholesome recreation.

QUESTIONS TO BE DISCUSSED BY THE PUPILS

1. Why does the human body require exercise?
2. Why does the human body require fresh air and sunlight?
3. Why should one ventilate living rooms and work-rooms?

4. Why is the setting-up exercise good for the health?

5. What is "wholesome recreation"?

6. Can you name some wholesome recreation within the reach of people who live in a city?

Early to bed and early to rise
Makes a man healthy, wealthy and wise.

— BENJAMIN FRANKLIN.

FOR SPELLING AND SENTENCE BUILDING

ache	diamond	luncheon	plaything
actual	doctor	mastered	pocket
advance	dumb-bells	medicine	polish
art	easily	minutes	polished
art gallery	elbows	mirror	pool
baseball	exercise	monkey	possible
basketball	exhale	move	possibly
botanical	football	movements	public
breath	foul	muscle	punch
breathe	furnish	muscular	punching bag
ceiling	gentlemen	museum	readily
chatter	gradually	natural	recreation
civilized	gymnasium	nature	reduce
climb	gymnastic	necessary	reduction
court	headache	neglect	reflect
coverings	inhale	nursed	reflection
creature	irregular	physical	regular
culture	knowledge	pictures	specimens
dangerous	living room	play ground	sports

steam engine	sweep	tuberculosis	vigor
straighten	swept	utmost	vigorous
strengthen	swimming pool	valuable	weight
stretching	tenderly	ventilate	wholesome
supplies	tennis	ventilation	wrists



THE MUSEUM AT THE NEW YORK BOTANICAL GARDEN

LESSON XXXI

SOME AMERICAN BUSINESS EXPRESSIONS

hustle	valued	laborer	usual
hustler	employee	position	actual
salary	employer	freight	expression
contractor	employment	fragile	opposite

A stranger in America may wonder why the people whom he sees in the streets of its large cities always seem to be in a hurry. If he asks an American the reason for their haste he is likely to hear that "time is money" in this country or that people have "no

time to waste." He may also be told that the people hurry because the man who is "slow" will never "get on" or "get along."

Should he ask the meaning of the expressions "to get on" and "to get along," he will be told that they mean earning enough money to pay for what is needed to live.

Most Americans hope to do more than get on or get along. They try to "get ahead." This means that they hope to earn more than they need at present; that they wish to "put by" (save) money for the future, so that they may "take things easily" when they grow old.

In order to get ahead men are apt to crowd more than a day's work into a working day, and this forces them to hurry. They must, however, do more than merely hurry; hurry alone will never send a man ahead. He must do good work even while he hurries, for poor work "does not pay." The man who does poor work must either do it over again or be paid less than the price paid for good work.

The man who can do good work quickly is the one who is sure to get ahead. He soon becomes known as a "hustler," and in the business world to call a man "a hustler" is warm praise. The man who can hustle is valued in any business, for his employer

knows that he "turns out" good work in less time than many of his fellow-workers.

To "fool around" with work is the exact opposite of hustling. The man who fools around wastes time doing his work. When work becomes "slack" (which means there is not so much work as usual) the man who fools around is the first one to be "laid off," or sent away. The man who hustles is "kept on" as long as there is any work to be done.

In workshops and factories when men are paid "by the piece," there is very little time wasted. Men who work by the piece are working for themselves, and they are not apt to waste time over it. This is why factories employ more "piece-workers," or men paid for the actual work they do, than "week-workers" at regular "wages," as their pay is called.

Men who go to work in a mill, in a factory or in any of the building trades hear from the first the words, "job," "foreman," "hands," "boss," and "contractor." A "job" is the work to be done. The "foreman" is the man who sees that the work is done; he is in charge of the workmen, or "hands," as he calls them. The "boss" is at the head of the work. His position is higher than that of the foreman and it is his duty to attend to everything. Sometimes the boss owns the business and sometimes he is hired at a good salary to

“run things,” as we say when we speak of the work of the man who has full charge of a business.

The “contractor” is the man who agrees to do a big piece of work or a certain part of it. The work may



A “Boss” AND WORKMEN IN A GRANITE QUARRY

be farming, building, manufacturing or anything else that calls for the employment of workmen. While the work is going on, the contractor is boss of the whole job.

People to whom America is a new country think that

it takes a long time for the common workman or laborer to become a big contractor; but the distance between the positions is not too great for the man who hustles, and workingmen often cover it in a few years. Many of the best contractors in America began as workingmen.

To "ship an order" means to send the goods to a distance. Goods are shipped "by boat" when they



SHIPPING IRON ORE IN FREIGHT CARS

go by water and "by rail" when they go by railroad. The man who makes it his business to send goods to a distance for others does an "express" business. The goods are sent by "express," which is the quickest

way, or by "freight" which is slower and costs less. Goods sent by "fast freight" go more quickly than by freight. The words "Fragile," "Handle with Care," and "This Side up" on a case of goods mean that goods thus marked may be broken unless they are carefully handled.

People who expect to live in America or to do business with people in the United States should learn the meanings of the business terms and expressions used by Americans.

The secret of success is constancy to purpose. — DISRAELI.

LESSON XXXII

SOME TERMS USED IN BUSINESS. — I

partners	occupation	transact	retail
associated	connected	transaction	wholesale
join	merchandise	future	agent
jointly	merchant	delivery	percentage
profits	company (Co.)	customer	commission

When a man is asked what his business is, he answers by stating what he does to earn money. There are many ways of earning money, but the word "business" or the word "occupation" includes them all.

As a rule a man earns money because he gives something to or does something for the person who pays the

money. This means that at least two "parties" are required in a business matter. A "party" may mean one person, or it may mean a number of persons who act together.

When two or more persons are associated in business and jointly share the profits they are called "partners" because each has a part in the business. The partners may form a "business firm"; they may form a "company"; or they may be partners in some special part of a business.

A business matter is called a "trade," a "deal" or a "transaction." As a rule the trade, deal or transaction consists of the actual buying and selling or of something connected with buying and selling. Men buy and sell "goods," that is, merchandise, and "labor," that is, work.

The man who buys is the "buyer" or "customer." The man who sells is the "seller." The person who makes the "sale," if he is not the owner of the goods, is the "salesman." He may be a "clerk" who is employed at a salary; or he may be an "agent" who receives a "commission" for making the sale. The commission is usually a given percentage of the amount the agent sells.

A "wholesale" business is one in which the merchandise is sold only in large amounts, "at whole-

sale " and to the " trade." The word " trade " used in this way means men who are in the same " line " (kind) of business and who sell their goods " at retail," or in small amounts. The " retailer " sells his goods in small or in large amounts and to any buyer.

The word " cash " means actual money. The deal, trade or transaction in which goods are paid for when bought or soon afterward is called a " cash sale." When goods are sold to be paid for upon delivery at a given address the sale is a C.O.D. sale. The letters C.O.D. stand for the words "cash on delivery."

A wholesale business house always gives the buyer of its goods a " bill of sale." It helps him to remember the cost of the goods which he wishes to sell to others at a higher price. A retail business house gives the buyer a bill of sale if he asks for it.

A business deal or transaction is " closed " when the goods bought are paid for and given or sent to the buyer. The business deal which is not a sale is closed when both parties to it have come to an agreement. The parties need not hurry when making a deal; but if they once close it, whether the deal is buying a pair of gloves or buying a railroad, each party should keep to the agreement made at the time.

A deal of any importance should be made " in

writing "; that is, the points which have been agreed upon by both parties should be written out and signed. A written agreement saves mistakes and trouble in the future.

LESSON XXXIII

SOME TERMS USED IN BUSINESS. — II

promise	discount	require	stenographer
valuable	receipt	dictate	typewriter
credit	cashier	conducted	shorthand
deduct	record	bookkeeper	longhand

In a business transaction the buyer may agree to pay for the goods he buys at the end of a given time, thirty days or longer. He is then buying "on credit," on a promise to pay, and the sale is called a "credit sale."

If one buys for cash instead of on credit, one often gets the goods for a little less than the regular price. The merchant is sometimes willing to sell at a lower price for cash. He may need the money and would therefore prefer to take a little less for his goods in cash than wait one or two months for payment.

The difference in price which is allowed in a cash sale is called the "discount." Thus, when the seller agrees to deduct six per cent from the regular price for cash payment, he is allowing the buyer a discount of six

per cent, or, as he would say, he is "taking six off for cash."

The bill of sale should state what kind of goods have been sold and what amount, to whom they were sold, the price, the discount if any has been allowed, the date of sale, and the time agreed upon for payment.

When a bill is paid, the man who receives the money "receipts" the bill. He receipts the bill by writing or stamping upon it the word "Paid" above his own name and the date. A receipted bill is a record of the sale and the payment. It should be saved as proof of payment.

In every well conducted business house a written record or account is kept of all business transactions. The person who keeps these accounts is called the "bookkeeper." Firms which do a large business require several bookkeepers. Some firms find it necessary to employ one or more persons to keep account of the money which is received and paid out in the course of business. This person is called the "cashier."

Business men like to have their letters written upon a machine called a "typewriter." As a rule the person who does the typewriting is also a stenographer. A stenographer is a person who is able to write in shorthand. Shorthand is a method of writing which saves

time; the words are expressed by signs instead of by letters as in longhand writing.

A good stenographer is a valuable employee. The stenographer is doubly valuable who is able to write shorthand both in English and in another language. Firms who transact business with other countries are always glad to employ stenographers able to write letters in a foreign language. For this reason stenography



From the Remington Typewriter Company

A STENOGRAPHER USING A TYPEWRITER

offers an excellent field for foreigners who fit themselves to do their work properly.

When the employer wishes a letter written, he dictates it to the stenographer who

“takes down” his words in shorthand. Afterward, the stenographer typewrites the letter as it was dictated, has it signed by the right person and directs the envelope to the correct address. A copy of each letter is usually made and these copies are filed. The word “filed” used in this way means to save the letter or paper to be filed in a place

where it can be found readily, should it be required.

The letters, records and accounts of a business house are written in its office. The bookkeepers, cashiers and stenographers are called the "office force" or "staff" because they attend to the work of the office.

LESSON XXXIV

MORE BUSINESS TERMS

related	items	assets	produced
required	deducted	liabilities	product
discussing	conducted	material	foundry
purchase	receipts	output	import
profit	expense	process	export

Certain business terms are related. They are related as right and left gloves are related, but because they have different meanings one cannot be used for the other.

The words "buy" and "sell" have different meanings. One cannot be used for the other and both are required when discussing a sale. The man who buys makes a purchase, the man who sells makes a sale. The words "purchase" and "sale" are related exactly as the words "buy" and "sell" are related.

The words "profit" and "loss" are related but they have opposite meanings. Profit in a business trans-

action represents money which is gained; loss in a business transaction represents money which is lost.

The amount of profit or of loss may be expressed in terms of money, and also in a percentage figured upon the cost; thus:

If a hat costing \$8.00 is sold for \$10.00 the profit in the transaction is \$2.00, which is $\frac{1}{4}$ or 25 per cent of the cost. If the hat costing \$8.00 is sold for \$7.00, the loss in the transaction is \$1.00, which is $\frac{1}{8}$ or $12\frac{1}{2}$ per cent of the cost.

The words "gross" and "net" are related. A gross amount or number means the whole amount or number. A net amount or number means what remains after certain items have been deducted from the gross amount or number; thus:

A man offers to sell my horse for me and I agree to pay him \$10.00 for his share in the transaction. He sells the horse for \$200.00. This is the gross amount of the sale, the "gross price," as it is called. I pay him the commission, \$10.00, as agreed. I deduct this item from the gross price and I receive \$190.00 as the net price of the horse.

The gross receipts of a business are its entire receipts; the net receipts are the sum that remains after the cost of conducting the business is deducted from the gross receipts.

The gross receipts of John Smith's bakery amount to \$1000.00 per month; the cost of running the business amounts to \$800.00 per month; the net receipts from the bakery are therefore \$200.00.

The words "import" and "export" have opposite meanings. To import means to buy goods in a foreign country and bring them into the home country. The man who imports the goods is called an "importer." To export means to sell in some foreign country goods made in the home country. The man who exports the goods is an exporter.

The words "assets" and "liabilities" are a pair. The word "assets" means that which is of value and belongs to a man or to a business. The assets of a man or of a business include money, goods, money due from another, etc. A liability is a debt which a man or a business owes to another. The liabilities of a man or of a business include what is owing for rent, wages, goods not yet paid for, etc.

The words "income" and "expense," or "outgo," as it is sometimes called, are a pair. Income is the amount of money one earns or receives in a given time. "Expense" or "outgo" means the amount of money one pays out in a given time.

To keep out of debt the expenses of a man or of a business must be kept within the income. The man who spends \$15.00 a week and earns \$20.00 a week is free from debt, and can save money. The man who earns \$15.00 a week and spends \$20.00 a week cannot pay his debts.

The words "output" and "waste," while not exactly a pair, are related. Output means that which is made or produced. It is product and it may be the result of hand work or of machine work. It may be that which is grown on a farm, dug out of a mine, produced in a mill, a factory or a foundry. The output of a shoe factory is the number of shoes the factory can produce in a given time. The waste is the material (bits of leather, lining, etc.) which cannot be used in the process of manufacturing.

Keep thy shop and thy shop will keep thee.

Drive thy business; let not that drive thee.

— BENJAMIN FRANKLIN.

Pleasure comes through toil; when one gets to love his work, his life is a happy one. — RUSKIN.

FOR SPELLING AND SENTENCE BUILDING

account	cashier	customer	discussion
actual	collect	deduct	employ
address	collector	deduction	employee
agent	commission	deliver	employer
agree	company	delivery	employment
agreement	contract	dictate	exchange
amount	contractor	dictation	explain
associated	credit	discount	explanation
bookkeeper	creditor	discuss	express

expression	merchandise	railroad	shorthand
factory	merchant	readily	special
finish	notice	receipt	stenographer
fragile	occupation	receive	transact
freight	office	record	transaction
hustle	partner	related	type
jointly	partnership	require	typewriter
manufacture	percentage	retail	valuable
manufacturer	process	salary	value
material	profit	service	yield

LESSON XXXV

BANKS AND BANK CHECKS. — I

prudent	balance	deposit	credit
stolen	check book	depositors	properly
thief	interest	payable	accept
different	percentage	details	abbreviation
signed	merchandise	transaction	future

It is not prudent to keep a large sum of money in the house or on one's person. It may be stolen by a thief or lost in some other way. The money will be safer if it is placed in a good bank. Persons who place or deposit money in a bank are called "depositors" of the bank.

The money a depositor puts into the bank is called a "deposit." The deposit must be given to the "Receiving Teller," who receives all money paid into

the bank. When a depositor wishes to draw money from the bank, he goes to the "Paying Teller," who pays out the money for the bank. When a deposit is made at the bank the receiving teller records the amount in the depositor's bank book. When money is drawn from the bank the paying teller makes the record in the bank book.



From the Century Bank, New York City.

THE TELLERS' DESKS IN A BUSINESS BANK

There are different kinds of banks in which people may deposit money. One kind is known as a "Savings Bank." A savings bank is a bank in which people deposit their savings, that is, the money which they are saving for future use. As a rule a savings bank pays its depositors interest for the use of their money. This interest is a stated percentage of the amount of

money or "balance," as it is called, which the depositor has to his credit in the bank.

A business bank is a bank for depositing money which people use in conducting their business and which they are likely to need at any time. When a man opens an account with a business bank, the bank gives him a check book. The depositor makes use of the checks in this book when he wishes the bank to pay money to other persons on his account, and when he wishes to draw (take out) money for his own use. There are spaces in the check book called "stubs" upon which the depositor may keep a detailed record of the checks he draws.

A check which is properly drawn (filled out) by a depositor is a written order upon the bank to pay a stated sum of money to the order of some stated person or persons. Business men, as a rule, are willing to accept a check instead of actual money from people whom they know. Would you like to know why they are willing to do so?

Let us suppose that John Smith, for example, bought goods of Charles Brown to the amount of \$125.25. Instead of paying Brown actual money, Smith drew a check for the amount. As it was the one hundred twenty-seventh check drawn against his account in the First National Bank, he wrote the figures 127 in

a space left for them on the check and marked "No.," which is the abbreviation of the word "number." He dated the check, made it payable to the order of Charles Brown, wrote upon it the amount of money in words and in figures and signed it.

Before tearing the check from its place in the check book, Smith made a record of its details on the stub. This record shows the date, the number of the check, the amount of money called for by the check, the name of the party in whose favor it was drawn and after the word "For" the abbreviation "Mdse." (which stands for merchandise), to show why he drew the check.

When Smith tore the check from his check book and handed it to Brown, his part of the transaction was closed. He had given Brown a written order upon the First National Bank for the sum of money which he owed him, and he knew that his balance in the bank was large enough to cover (pay) the amount named in the check. Brown accepted the check instead of money from Smith because he knew Smith. He would not have accepted a check from a man whom he did not know.

The next lesson describes ways in which Brown can get the money Smith's check ordered the First National Bank to pay to him.

LESSON XXXVI

BANKS AND BANK CHECKS. — II

endorse	signature	dishonest	refuse
endorsement	genuine	retained	debt
underneath	cancel	voucher	unknown
examines	providing	identify	reverse
presented	cashier	honored	issued

There are several ways in which a man can collect the money on a check payable to his order. Brown was able to take the simplest and shortest way because he had an account in the Union Bank. He turned Smith's check over, wrote upon the back or reverse side the words: "Pay to the order of the Union Bank," and signed his name below them. In writing these words above his signature upon the reverse side of Smith's check, Brown was giving the First National Bank a written order to pay to the Union Bank the amount of the check which Smith had drawn in his favor.

Having made the check payable to the Union Bank, Brown deposited it to his own account in that bank just as if it had been actual money. He added the amount of the check to the balance recorded in his check book, knowing that the Union Bank would collect the check for him from the First National Bank and would add the amount to his balance upon its books.

In the regular course of business the check which Smith issued and gave to Brown was presented to the First National Bank for payment. The cashier of the bank examined Smith's signature to see if it was "genuine"; that is, to see if Smith wrote it. He did this because every well conducted bank exercises great care when paying out money which belongs to its depositors. A check drawn by a depositor is his written order upon the bank to pay a stated sum of money to a stated party or his order; but the bank will not honor a check unless the cashier is sure that its signature was written by the depositor himself. In this case the cashier found the signature genuine, paid the check to the Union Bank and deducted the amount from the account of John Smith.

The First National Bank having paid the money, retained the check and stamped it with the date and with the word "Paid." This "canceled" the check, which means that it was no longer of value to the person to whom it had been payable.

The canceled check now became a "voucher" for the First National Bank. In other words, it showed, or "vouched for" the fact that the First National Bank had honored John Smith's written order to pay to the order of Charles Brown the sum of \$125.25.

When John Smith next presented his bank book at

the First National Bank to have his account balanced, the bank returned to him all of the canceled checks which it had honored upon his order. Check No. 127 was among them. John Smith now had written proof that he had paid his debt to Charles Brown. This and the other canceled checks returned to him by the First National Bank are now Brown's vouchers to show, or vouch for, the fact that the debts for which he issued them have been paid. Like other careful business men, he retains all these checks and files them where he can find them at any time.

Let us suppose now that Charles Brown has no bank account. He holds Smith's written order or check on the First National Bank. He may go to this Bank, present the check in person, and ask for the money. The bank will pay it to him providing some one in the bank knows that he is the Charles Brown in whose favor the check is drawn. If no one in the bank knows Charles Brown he must bring some one to "identify" him. This means that he must ask some one who is known in the bank to go there with him and state that he is the Charles Brown to whom Smith made the check payable. If he cannot do this, the bank will refuse to pay him the money. The bank refuses because the man who presents the check is unknown to the bank. He may have found the

check, or he may have stolen it from the real Charles Brown.

If Brown cannot identify himself at the First National Bank, or if he does not wish to take the time to go there in person, he can use the check which Smith gave him to pay some debt of his own; or he can ask some friend who has an account in a business bank to "cash" it for him, that is, to give him the money for it. In either case he must endorse the check and make it payable to the person to whom he gives it.

Let us suppose Brown is giving the check to Henry Jones. He must endorse it by writing his name upon the back of it under the words, "Pay to the order of Henry Jones." Sometimes a person omits the words, "Pay to the order of — —," when endorsing a check, and writes only his own name upon the back or reverse side. This is careless because a dishonest person finding a check endorsed in this manner would probably be able to collect the money.

The signature upon the back of a check of the person in whose favor it is drawn means that he has received the amount of money written in the check. For this reason no one should endorse a check until he is ready to pay out the check as he would pay out money.

REVIEW OF BUSINESS TERMS

Build sentences which will show that you understand the meaning of the terms in the following lists:

assets	endorse	import	percentage
balance	endorsement	income	profit
bank book	expenses	interest	record
business bank	export	liabilities	savings bank
cancel	file	loss	signature
cashier	firm	net	stub
check book	gross	output	voucher
credit	identify	partners	waste

Try to answer the following questions:

1. What does it mean to cover a check? to issue a check? to honor a check?
2. How does a man endorse a check?
3. Why does the bank cancel the check when it has been honored?
4. Name two of the three facts a canceled check vouches for.
5. Why should one keep his expenses within his income?
6. Why does a bank refuse to pay money to the man it cannot identify?
7. What is the purpose of the stub in a check book?
8. What is a genuine signature?
9. What is meant by the expression "Six off for cash"?
10. What is meant by the expression "office force"?

FOR SPELLING AND SENTENCE BUILDING

abbreviate	correct	honest	record
abbreviation	correction	honesty	related
accept	culture	honor	relation
acceptance	department	honorable	retain
accepted	deposit	honored	reverse
actual	depositor	identified	sentence
adjoin	details	identify	sign
adjoining	difference	immense	signature
agriculture	dishonest	interest	social
assets	dishonesty	issue	society
balance	doubt	liabilities	steal
cancel	endorse	liability	stolen
cancellation	endorsement	liable	supplies
cashier	examination	material	supply
collect	examiner	occupation	suppose
collection	exercise	output	travel
collector	expenses	package	traveler
conductor	expression	profit	underneath
conversation	figures	purchase	voucher
converse	genuine	purchaser	waste

LESSON XXXVII

TELEPHONE TERMS. — I

service	instrument	message	information
telephone	mouthpiece	exchange	Washington
mention	receiver	subscriber	Lincoln
portion	central	directory	residence

The telephone is seen everywhere nowadays and

it is not only desirable but often necessary that every one should be able to use it properly. To use a telephone properly means not only the ability to send one's voice over its wire and to listen to the words which come from the other end. It means that one must use the telephone in a business-like way, without wasting one's own time or that of the person at the other end. To do this one must understand the meaning of the terms

used in the telephone "service," as its business is called and know how to use them correctly.

The bell-shaped piece of hard rubber near the top of the telephone instrument is the "mouthpiece,"



From the New York Telephone Company

THE TELEPHONE

A. Mouthpiece

B. Receiver

so-called because the person using the telephone must place his mouth in front of this portion and speak into the opening.

At the left of the instrument a hook-like arm holds the "receiver," so-called because it receives the words which the person at the other end of the wire speaks into the mouthpiece of his instrument.

To hear the message that is being sent over the wire, you must take the receiver from the hook and hold it with the open end at your ear.

Every person who has a telephone in his place of business or in his home is called a telephone "subscriber," and his name will be found in the telephone directory.

The telephone directory is a book in which is printed the name of every subscriber together with the name and number of his instrument. In order to call a subscriber you must know the name and the number of his telephone instrument. You can find both by looking up the name of the subscriber in the telephone directory, in the same way that you would look up a word in a dictionary.

In order to give subscribers good and prompt service large towns are divided by the telephone company into different portions or "exchanges." Each telephone exchange has its own central office and its own

name. Every telephone in a given exchange must be called through its own central office.

For example, let us suppose that John Smith's place of business lies in that part of the city which the telephone Company calls the "Lincoln Exchange." The number of his instrument is 1203. Open the telephone directory and you will find "1203 Lincoln" printed next to his name and business address. This means that the telephone call of John Smith's business is "Lincoln 1203."

Let us suppose that John Smith has a telephone in his residence. Since his residence and his business are in different portions of the city, they have different telephone numbers. He lives, let us say, in that portion of the city which the Telephone Company calls the "Washington Exchange." Look in the telephone directory and you will find "365 Washington" printed next to his name and home address. This means that the telephone call of John Smith's residence is "Washington 365."

Employees in the telephone service do not mention the names of those who use the wire. They speak of each one as a "party." Therefore when you hear the question coming from the receiver: "Did you get your party?" or "The party you are calling will not answer," you are to understand that the word

“ party ” means the subscriber whose number you have called.

The telephone operator is not allowed to carry on a conversation with a telephone subscriber. It is her business to give subscribers the numbers asked for and she has no time for anything else. If you wish to find out the number of a subscriber whose name you cannot find in the telephone directory, ask the operator to call “ Information ” for you. In a moment or two you will hear the word “ Information ” coming from the receiver. The person now speaking to you has time to attend to your questions and will give you any information connected with the telephone service for which you ask.

LESSON XXXVIII

TELEPHONE TERMS. — II

voice	minute	politely	importance
several	naught	distance	certain
signals	zero	delay	manager
operator	repeat	suddenly	local

Should you wish to call a telephone subscriber be sure to have the right name and number of his instrument. Unless you are certain of them, look them up in the telephone directory. To call the telephone operator, lift the receiver from the hook. As you do

so, the arm moving upward signals the operator at your central office. It tells the operator that you wish to use your "wire" as she calls the telephone. Hold the open end of the receiver at your ear and in a minute you will hear the operator's voice saying, "What number, please?"

Let us suppose that you wish to call John Smith's business office, the number of which is "Lincoln, 1203."

Place your mouth before the mouthpiece, but do not let your lips touch it. Then say, in the tone of voice which you use in conversation: "Lincoln, one, two, O, three."



From the New York Telephone Company

USING THE TELEPHONE

We give the number in this way because it takes less time than to say "one thousand, two hundred three." For the same reason we say O instead of "naught," when a zero is in the number.

The operator will repeat the number to you as she hears it, so that you can tell whether or not she has understood you. If she repeats it incorrectly, give her the right number. If she repeats it correctly, say "yes" and hold the receiver at your ear until you hear a voice in it saying "hello."

Instead of "hello," the operator may say: "One, two, O, three is busy now." This means that Smith's wire is in use.

Hang up your receiver, and try it again after five minutes. This time you may hear the word "Hello." Return this "hello," with the question: "Is this Lincoln, one, two, O, three?" You do this to make sure that you are connected with the right party. You do not wish to tell your business to a wrong party and it is safer to ask. The answer may be "No"; if so, you will know that you are connected with the wrong wire. Tell the party so, and ask him "to ring off." This expression means to hang up the receiver.

Hang up your own receiver and wait a moment. Lift it once more and when you hear the operator asking, "What number, please?" tell her that she has

given you the wrong number and ask her again for the number you wish.

Speak politely even if you are angry at the delay. Some one has made a mistake of course, but it may not have been your operator. When you get a "yes" to your question, "Is this Lincoln, one, two, O, three?" ask for the person with whom you wish to speak and state who you are.

If Mr. Smith is not in, leave your message for him. If you do not wish to leave your message, ask when he will be in and leave word that you will call him again. If the matter is of importance to Mr. Smith you may leave your name and telephone number with the person answering your call, together with the message that you wish to be "called up" when Mr. Smith returns. Say "Good-bye," and ring off by hanging up your receiver.

Before calling up a party, make up your mind what you wish to say. This will save time and save mistakes. Should you have several things to say, it is well to make a note of them beforehand. It will keep you from forgetting.

When using a telephone, you may be asked to "Hold the wire, please." This means that you are to keep the receiver at your ear after the voice has stopped speaking. The other party may have been

called away for a moment, or some one else may wish to speak to you before you ring off.

It may happen that while some one is speaking to you, the voice stops very suddenly and the receiver is silent. You must then call, "Hello! Hello!" into the mouthpiece. If there is no answer your connection with the other party has been "cut off." Hang up your receiver for a moment. Then lift it again and when your "Central," as the operator is sometimes called, asks, "What number, please?" tell her that you have been cut off, give her the number once more, and ask her to get your party again.

The "Manager" is the man at the head of the telephone service.

A "local" call is one which connects you with some subscriber in your own town. A "foreign" call is one that is sent to some nearby place. A "long distance" call is one sent to a subscriber living at a distance.

The charge made for telephone service is called "toll." The amount of the toll depends upon the distance between you and the party called and upon the number of minutes that you spend in talking over the wire.

Time means money in the telephone service, so be careful not to waste it.

Have you somewhat to do to-morrow, do it to-day.
If you would have your business done, go; if not, send.

— BENJAMIN FRANKLIN.

FOR SPELLING AND SENTENCE BUILDING

anger	exchange	minute	rubber
angered	exchanged	moment	service
angry	importance	mouthpiece	several
answer	important	naught	signal
central	incorrectly	nowadays	silent
connect	inform	operate	subscriber
connection	informant	operator	subscription
delay	information	politely	suddenly
dictate	instrument	politeness	telephone
dictionary	Lincoln	portion	toll
direct	listen	providing	underneath
direction	listener	receipt	voice
director	local	receiver	Washington
directory	locality	repeat	wholesome
distance	manager	reside	wire
distant	message	residence	zero

LESSON XXXIX

THE SETTLEMENT OF NEW YORK

Holland	Manhattan	trading post	harbor
intended	peaceably	trinkets	prospered
alert	shrewd	Amsterdam	interfere
Dutchmen	profitable	market	colonies

The city of New York is the largest and the richest in America and one of the great business centres

of the world. Perhaps there is no city in any country where trade is carried on so busily. Its first settlers came from Holland in the year 1609, and very naturally it was intended from the beginning as a place for business. The story may interest you.

Among the explorers who visited the coast of America seeking the waterway to the East which no one could



HENRY HUDSON

find, was Captain Henry Hudson. He sailed his little ship, the *Half Moon*, into what is now called New York Bay, and up the broad river which flows into it from the north and to which he gave his name.

Captain Hudson had been sent on this voyage by some rich merchants of Holland. The Dutchmen, as the men of Holland are called, who came with Hudson were clever business men and ever on the alert for trade.

As the *Half Moon* passed up the beautiful Hudson River the Dutchmen saw a lovely island lying on their right. The Indians who lived on this island called it

“Man-a-hat-a,” a name which has since been changed to “Manhattan.”

The savages were friendly and showed the newcomers great piles of splendid animal skins. They were quite willing to exchange these skins for glass beads and shining brass kettles. The shrewd Dutchmen quickly saw that buying the fur skins at the price the Indians asked and selling them in Europe at the market price would be very profitable. The exchange of fur skins for shining trinkets was made, and when the *Half Moon* sailed back to Holland she carried many fine skins in her hold.

The merchants of Holland were not then in the fur trade, but they were very ready to go into it since it promised to be profitable. They sent men to America to open a trading post with the Indians. To keep other traders away they bought the entire island of Man-a-hat-a from its redskin owners. They paid for it in beads and trinkets worth about twenty-four dollars. That was three hundred years ago. To-day the land alone, not including the buildings, is judged to be worth six thousand million dollars.

The trading post on Man-a-hat-a Island soon grew into a little town. It was called New Amsterdam in honor of the Dutch city of Amsterdam. Its harbor was wide and safe and many good ships sailed in

and out of its waters. A number of these ships were English, for by this time England had found out that trading with the Indians was a profitable business.

Before very long the English people awoke to the fact that the rich little city of New Amsterdam, the island upon which it stood and all the land beyond it, belonged to England. Had not the two Cabots discovered the land and taken possession of it for her a century before Henry Hudson went there in the *Half Moon*?

The Dutchmen saw plainly enough that it would be useless to deny the rights of England. They could not possibly fight against that powerful nation and therefore they yielded their claim to the island peaceably and without protest. In 1664 the English flag was raised over New Amsterdam and the name of the town was changed to New York.

The Dutchmen of New Amsterdam did not like the change, but as it did not interfere with their business they remained where they were. They prospered under the English flag and continued to buy and sell as before, steadily building up trade between the different American settlements or "colonies," as they were soon to be called, and the rest of the world. And this trade caused a friendly feeling between the settlements.



HIAWATHA

From "HIAWATHA."

" Out of childhood into manhood
Now had grown my Hiawatha,
Skilled in all the craft of hunters,
Learned in all the lore of old men,
In all youthful sports and pastimes,
In all manly arts and labors.

Swift of foot was Hiawatha;
He could shoot an arrow from him,
And run forward with such fleetness
That the arrow fell behind him!

Strong of arm was Hiawatha;
He could shoot ten arrows upward,
Shoot them with such strength and swiftness,
That the tenth had left the bowstring,
Ere the first to earth had fallen!"

—HENRY W. LONGFELLOW.

LESSON XL

THE CITY OF BROTHERLY LOVE

Philadelphia	section	Swedes	statue
Pennsylvania	according	treaty	Quaker
brotherly	civilized	attack	presence
religion	society	rapidly	Europeans

About a hundred miles south from the city of New York stands the great city of Philadelphia.

The name Philadelphia means "brotherly love." The man who founded the city and gave it this strange name was William Penn. He was an Englishman who was not allowed to live at peace in England because of his religion.

Penn believed that every man should be free to pray to God in his own way. He believed also that men

should live together in peace and never fight one another for any cause. There were other men in England who believed as Penn believed and who, like him, found that they could not live in England according to their own ideas. These men called themselves "Friends"; other men called them Quakers.

The Friends dressed in simple clothes and they wore upon their heads broad hats which they kept on wherever they went. After years of trying, William Penn gained for the



A handwritten signature of William Penn, written in a cursive script.

Society of Friends the consent of the king to settle in America. When the Friends set out for America, they took neither swords nor guns with them, for their religion did not allow them to fight.

They were well aware that they would have to live near wild Indians, but they were men who would dare and do anything for that which they thought was right. They were strong and fearless and they hoped that by acting kindly toward the Indians they might dwell among them in peace.

The English king had given the name of Pennsylvania to a large section of land in America in honor of William Penn. Some Swedes and other Europeans had planted a small settlement in Pennsylvania. The Friends did not join this settlement. They chose instead another part of Pennsylvania where two rivers joined, and they founded the city of Philadelphia on the land that lay between.

Their first act was to draw up a Treaty of Peace with the Indians who lived there, quite as if they were



A COLONIAL HOME NEAR PHILADELPHIA

dealing with civilized people. This Treaty of Peace was duly signed both by the Indians and by the Friends. From first to last this Treaty was never broken by either party to

it. Unlike other American settlements, the city of Philadelphia never suffered an Indian attack. It was in truth a city of Brotherly Love.

The Friends, men and women alike, worked hard, led simple lives, and attended to business in a fair and

honest way. Their city grew rapidly, and many people who were not Friends came there to live. The Society of Friends still has its home in Philadelphia, and the name of its great leader, William Penn, will be honored there forever.

Should you ever visit Philadelphia, you will see a statue of William Penn standing high up on the tower of the City Hall. The figure is clad in the plain dress of the Friends, and on its head is the broad hat of self-respect, which no Friend would remove even when standing in the presence of his king.

LESSON XLI

THE WOMEN OF THE SETTLEMENTS

hardship	steadily	gloomy	spirit
comfort	cheerfully	daylight	clothes
picture	cleverly	candlelight	foundations
homespun	cleverness	prospered	complaint

When we read the history of this great American nation, when we learn of the hardships the settlers faced so bravely, we wonder, not that so many died, but that so many lived through the first dark years. We see the men working in the fields and at the same time watching with guns at hand, lest the savages should harm the loved ones at home. They were strong men and brave, yet, somehow, we look longer

upon the picture of the women. We see them cheerfully making the very best of the few comforts they had, and cleverly finding means to make up for the many comforts they missed.

Since there was no glass for the windows in their rude log-houses, the women dipped paper into oil,



A KITCHEN IN A NEW ENGLAND SETTLEMENT

and spread it over the window-openings. It let in daylight, and it shut out rain and snow. "Could glass do any more?" they asked, with a gay laugh at their own cleverness.

At night their only light came from a wick burning in an open dish of oil. It was dim and gloomy and it

often smoked. They longed in their hearts for the clean and cheerful candlelight of old England. "Why not make candles?" they asked of themselves. Why not, indeed?

So they melted fat over the fire and then let it stiffen around the wicks they had made ready beforehand. The candles were not so smooth nor yet so straight as those they had bought in their old home. What of it, when they burned as clearly and as cheerfully?

All day long the women of the settlements worked indoors, busily cleaning, cooking, washing and mending clothes. When the clothes wore out, as clothes will, no matter how carefully they are mended, where were they to find material for new ones in this land where there were no shops?

The women knew. In each house there lay yards and yards of homespun cloth, warm and strong, and dyed green and brown and blue. Knowing it would be needed before long, the women had woven it from threads they had spun out of sheep's wool during the dark winter evenings.

Truly, in those days, women and men were alike brave, and they were ever ready to make light of trouble. And when trouble which was too black and terrible to be laughed off came, their stout hearts bore it in silent sorrow and without complaint.

Such was the spirit of the first immigrants from Europe, of the brave men and women who laid the firm foundations of this wonderful nation of the west. When they passed away, the same spirit showed itself stronger and greater in their children and in their children's children. Do you wonder that the settlements grew and prospered?

QUESTIONS TO BE DISCUSSED BY THE PUPILS

1. Can you tell what was the first business deal of importance on Manhatttan Island?
2. What was the name first given to the largest city in America?
3. By what right did England claim and take New York?
4. What was the name of the ship which was the first to sail into New York Bay?
5. Can you tell why Philadelphia was named the City of Brotherly Love?
6. State the reason why the Friends, or Quakers, were always kindly treated by the Indians.
7. What can you say about the women of the settlements?
8. What did these women do when they needed things for the household?

9. Can you name two things these women managed to make with their hands, which they had formerly bought in the old country?

The manly part is to do with might and main what you can do.

—EMERSON.

FOR SPELLING AND SENTENCE BUILDING

arrived	complaint	intend	rapid
arrow	consent	intended	rapidly
attack	content	intention	religion
backbone	continue	kettle	river
beforehand	daylight	local	section
believe	Dutchmen	lovely	self-respect
bowstring	Europe	manhood	smooth
brains	Europeans	merchants	society
brotherhood	exchange	natural	spirit
brotherly	far-seeing	naturally	statue
busily	fleet	neglect	stiffen
candlelight	fleetness	nowadays	Swedes
carefully	foundations	peaceable	sword
cheerfully	gloom	powerful	trading
civilized	gloomy	presence	trading-post
cleverly	harbor	prospered	treat
clothes	hardship	protest	treaty
colonies	harvest	purpose	trinkets
comforts	homespun	Quaker	woven
England	Hudson River	New Amsterdam	Philadelphia
Hiawatha	Lincoln	New York	Plymouth
Holland	Manhattan	Pennsylvania	Washington

LESSON XLII

THE COLONIES



A SOUTHERN COLONIAL HOME

serious	furniture	barrels	vessels
successful	struggled	exception	tobacco
meadows	prosperity	increased	colonists
indigo	manufactured	ironware	strength
turpentine	quantities	valuable	enemy

It is natural for people to make mistakes. Sometimes these mistakes do little or no harm. Sometimes they cause serious trouble. The mistakes made by the earliest settlers of this country cost them much

sorrow and suffering. Some of the settlements failed altogether; others struggled on until the coming of a new and better class of settlers gave them strength. By the end of the seventeenth century the successful settlements had grown into thriving colonies.

In the beginning the settlers tilled the land for food alone, and they were glad when it yielded enough for their needs.

The Colonists, as the men and women in the colonies were called, managed to make their land produce more than food. The great trees in the forests gave them not only turpentine and tar, but spars, tall masts and timber for ship-building. The fields yielded food in plenty for the 250,000 people who were living in the colonies, and the meadows fed thousands of sheep and cattle.

The Colonists in the South raised rice, cotton, tobacco, and indigo, a valuable plant which yields a beautiful blue dye.

In the North the fishing trade prospered. The colonists brought home great boat-loads of fish which they kept fresh packed in salt. They hunted whales in the ocean and made oil from their fat. This oil, which was called sperm oil, was valued highly. People burned it in lamps and made candles and soap out of it. The colonists exported large quantities of it to Europe.

Iron was found in the ground and worked up into tools and other ironware. Saw-mills and flour-mills were built, and a few factories were opened. Most of the manufactured goods came from England and trading between the colonies and Europe grew more



A VIRGINIA TOBACCO FIELD

brisk year by year. Handling the products of the colonies became an important business.

Trading between the colonies increased and led to the building of roads and to the growth of the shipping trade. Vessels sailed up and down the coast, fetching and carrying for the colonists and bringing their

owners much wealth. By the middle of the eighteenth century, Boston alone had a thousand ships in the coast and fishing trade, with six hundred others in the foreign trade.

The colonists shipped rice, tobacco, cotton, indigo, salt fish and sperm oil to Europe. In return they imported silks, wines, tea, manufactured goods and fine building material. Prosperity and wealth had come at last. The colonists had worked hard and they had won success by fair means.

There were thirteen colonies belonging to England but the colonists had not come from that country alone. Many had come from other countries in Europe, and a large number had been born in America. Thus, even at that early day, the Americans were a people of mixed blood and mixed races.

Since the thirteen colonies belonged to England, it was plainly the duty of the mother-country to care for and protect them. England was, however, very far away and a broad ocean rolled between. The colonists soon discovered that she could not or would not protect them from their worst enemies, the Indians. They therefore united to protect themselves from the savages who, by this time, had become the common enemy of all the colonies with the single exception of Philadelphia.

LESSON XLIII

WHAT WAR TAUGHT THE COLONISTS. — I

woodsman	character	precious	Canada
pioneer	commander	taxed	Detroit
frontier	territory	combined	Pittsburg
victory	possession	deathless	Chicago
warfare	liberty	disputed	Washington

Fed by a steady stream of desirable newcomers from Europe, the colonies grew larger and drew closer together. Everywhere the ring of the woodsman's axe was heard, felling trees and clearing new land. As the forest slowly gave way before the steadily swinging axes, the frontier, or outer edge, of the colonies pushed itself ever farther and farther westward.

The pioneer families, as those who live along a frontier are called, were the only ones who now suffered hardship or whose lives were in danger from the savages. It was hard for the men; but, as with the settlers who had been pioneers before them, it was harder still for the women and children.

We dislike to think of children brought up in hardship and ever in danger of a cruel death; but such training makes them brave and hardy and it fits those who do not die under it for the life work that may lie before them. This was the case with the little children who lived on the frontier. When they grew to man-

hood and womanhood, they were so strong to fight, so brave to bear, that they became the very backbone of the growing nation, ever winning more and more land from the forest and ever making the new land bring forth its best.

In the middle of the eighteenth century war broke out between France and England. It spread to America and the colonists found themselves facing not only a French enemy, but a combined army of French and Indians fighting side by side.

To the west of the colonies lay rich territory which England claimed, since it lay "back of and beyond" the land the Cabots had discovered. French colonists coming down from Canada had built a line of forts on this territory, and little settlements had grown up around them. Detroit, Chicago, Pittsburgh and other American cities now mark the spots where these French forts stood. It was here that the war raged hottest.



ONE OF THE FORTS IN THE FRENCH
AND INDIAN WAR

England sent soldiers to help the colonists fight her battles, but they knew little of Indian warfare. The

colonists had long since learned how to fight the savages, and it was the colonists, not the English soldiers, who won the victories. At the close of the war England gained not only the disputed territory but also the French lands in Canada which she still holds.

This war which began in Europe and spread to America was called by Americans the "French and Indian" war. It lasted seven years and cost the colonists much suffering and the loss of many lives. But in the end it won success for the mother country and the colonists made no complaint.

LESSON XLIV

WHAT WAR TAUGHT THE COLONISTS. — II

soldier	aroused	represented	destroyed
shoulder	aide	complained	property
separate	strongbox	suffered	priceless
observed	burden	battles	British
civilized	purpose	various	revealed

The close of the war left a different feeling in England. The money cost had been heavy, and the government was forced to find some way to pay the debt. The people complained loudly and would not consent to pay an increased tax. The American colonies were rich. Why should not they pay a large share of the mother-country's burden?

Accordingly the American colonies were taxed in various ways. This may have seemed fair from the English point of view, but it aroused anger and bitterness of heart among the Americans. They felt that they had borne more than their share of the burden during the war. They had given money and thousands of their brave men to the cause. The battles had been fought on their lands and the enemy had destroyed much of their property. They felt that they had suffered enough for a war which had its beginning in Europe.

The war had cost the colonists dear, but it taught them certain lessons which were soon to prove of priceless value. It showed them that instead of belonging to separate colonies as they had thought, the Americans were really one people from the wintry north to the sunny south. It revealed to them their own great strength. Fighting shoulder to shoulder with the British soldier they had seen how well and how bravely he fought; but they had seen also that the American soldier, standing upon his own soil, fought to better purpose and with greater bravery. The war opened the eyes of the colonists to their own wealth. Every one hated the new English tax, yet the gold with which to pay it was at hand in every strong box. Best of all, the war brought to the front a young man, then un-

known, but bearing a name he was later to make deathless.

This young man was George Washington. While acting as aide to the English commander, he learned



From a painting

GEORGE WASHINGTON AS A
YOUNG MAN

much of the art of war. He saw how carefully the English soldiers were drilled and observed their way of fighting. He saw too (and he warned the English commander in vain) that the English way of fighting was not the right way in a wild country where there were few roads, and where the foes were savages, not civilized soldiers.

George Washington never forgot the lessons of the French and Indian War, and they stood him and the other colonists in good stead when, twenty years later, he again led them in battle. This time it was not shoulder to shoulder with the English soldier as before; it was face to face with him and all that he represented, in a terrible life and death struggle for liberty and freedom.

Let us have faith that right makes might and in that faith let us dare to do our duty as we understand it. — LINCOLN.

FOR SPELLING AND SENTENCE BUILDING

aide	enemy	operate	religion
alertness	exception	operator	repeat
aroused	frontier	pastimes	represented
barrels	furnish	payable	residence
botanical	furniture	Philadelphia	salary
British	gloomy	pioneer	section
burden	healthful	Pittsburg	serious
character	increase	precious	service
Chicago	indigo	presence	several
civilized	inform	presented	shrewd
combined	information	priceless	signal
Commander	instrument	profit	splendid
complain	interest	profitable	statue
complained	iron	property	stenographer
complaint	ironware	prosperity	strong-box
deathless	island	prudent	subscription
destroyed	laborer	purchase	suddenly
destruction	liberty	quantities	suffered
Detroit	managed	rapidly	swiftness
disputed	meadow	receiver	various

LESSON XLV

TAXATION WITHOUT REPRESENTATION

ranked	representative	historic	Continental
Parliament	representation	punished	Congress
affairs	permission	ruined	disagreement
insulted	taxation	funeral	lodging
imposed	Virginia	sympathy	character

The taxes England imposed upon the colonists after

the French and Indian War rankled more and more as time went on. It was not because of the money. There was money enough and to spare. It was because the colonists felt that England had no right to tax them without their consent.

The American colonists were honest, fair-minded and hardworking men; they asked only to be treated like other freeborn Englishmen who, for centuries, had had a voice in their own government.

Over and over again they begged the king for permission to send representatives to Parliament, the body of men who make the English laws. They would be very willing, they said, to help England both with money and with soldiers when she should need them. They asked only the right to offer this help instead of being ordered to give it. They sought for a voice in their own affairs only. Was it asking too much? Could any Parliament frame fair laws for a country which its members had never seen?

As often as the colonists asked for representation in Parliament, England refused it. To show her power, she laid more and heavier taxes upon them. She did other things that wronged and insulted the colonists in a hundred ways. As taxes increased, the feeling in the colonies grew more bitter, and the demand for representation in Parliament was heard everywhere.

The colonists had been taught to respect the law and they did not wish to disobey. But they were free men and they had long been taking care of themselves without help from England. Affairs were growing serious, and men sent from each colony met in a Congress to discuss matters and to decide what should be done. There were bold speeches and behind the speeches lay bolder thoughts, as yet unspoken.

England grew uneasy. She would not allow the colonists a voice in their own government but she removed the hated tax from everything but tea. She made this tax so very light that tea could be sold in the colonies cheaper than in England. This did not help matters. It was not the payment of the money, but the "taxation without representation," as the colonists expressed it, that rankled.

When the ships bringing the tea arrived, one city stored the tea in damp cellars where it spoiled rather than let the people buy it. Another city compelled the captain to set his vessel afire together with its cargo of taxed tea. New York would not allow the tea-ships to enter her harbor and ordered them to go back to the place from which they came.

In Boston the citizens had a famous "tea party." Men dressed as Indians boarded the ships and emptied every tea chest into the sea. There are many Am-



THE BOSTON TEA PARTY

ericans living to-day whose grand-fathers were present at that historic Boston Tea Party, held in December, 1773.

England punished Boston for this act by closing her harbor to all ships going and coming. This of course meant ruin to her merchants. The time set for closing the harbor was noon, June 1, 1774. When the hour struck, the church bells were tolled as for a funeral in every American colony to express the public sympathy.

Meanwhile another Congress met. It was plain that England would not yield; it was equally plain that the colonies could not yield and something must be done.

The members of the "Continental Congress," as it was now called, were men of the very highest character. They were grave and thoughtful and not of the kind who act hastily, yet many of them knew in their hearts that war with England must be the outcome of the disagreement.

Indeed, fighting had already begun between the Americans and the British soldiers, and there was little chance that the Continental Congress could stop it. Instead, it must prepare the colonies to meet war, since war was already upon them.

The Americans needed money and men. These were within reach. They needed a Commander. Who was better fitted to lead them than George Washington of Virginia?

LESSON XLVI

THE DECLARATION OF INDEPENDENCE

July 4, 1776

revolution	Great Britain	appeals	consider
resolution	appointed	details	defeated
independent	dignified	adopt	loyal
independence	amended	defiant	henceforth
declaration	governor	defiance	equal

If you wish to read the details of the war which began

in 1775 between England and her American colonies, you will find them in any history of the United States. This war, known in history as "The War of the American Revolution," like all other wars, caused cruel and widespread suffering; but it gave birth to a new nation, and it raised up heroes whose names and deeds will live forever.

In the first year of the war, Congress boldly declared that each colony should henceforth govern itself. This was a most daring act, for the king had appointed a governor over each colony. It was, indeed, equal to declaring each colony a free and independent state, in itself an act of defiance toward the mother country.

In the early summer of 1776 Congress met in Philadelphia to consider a resolution even more defiant. Every man present knew that merely to be present at the reading of the resolution was enough to send him to a shameful death. Yet every man listened gravely, and every man stood ready to do what he knew to be right, no matter what the cost might be to himself. Each man felt that the colonies had always been loyal to England. In return she had been blind to their needs and deaf to their appeals. They would have been glad to remain loyal, but how could they without giving up rights which they claimed as their own and which England refused to respect?

The great resolution that lay before the Continental Congress of 1776, was the

DECLARATION OF INDEPENDENCE

In plain, strong, and dignified language this resolution declared that the American Colonies were "and of right ought to be Free and Independent States."

It was a resolution of the highest importance, as you can easily understand. There was grave doubt in many hearts whether it was wise to adopt it. No man feared for himself, though each was well aware that his signature would mean his own death, should the Colonists be defeated. They feared only for the future of the Colonies.

England, or Great Britain, to give the nation its rightful name, was a great power. The united Colonies or the "United States of America," as the resolution called them, were small and weak compared with the mother country. How then could they hope to succeed in the war which was certain to follow the adoption of this Declaration of Independence?

Slowly, gravely and with silent prayer Congress debated the great resolution that contained the future of the Colonies.

Word by word, line by line, the members read and reread it. They changed it. They amended it. They

listened to speeches for and against it. You will find a part of one of these speeches given in the next lesson. The words may be a bit hard for you to read, but you ought to be able to understand their meaning.

The resolution we now call the Declaration of Independence was put to vote for the last time on the Fourth of July, 1776. Every man in the Congress knew the grave importance of the resolution. Every man present knew that to cast his vote for it meant to vote for war with Great Britain, the most powerful nation in Europe. Every man present knew that the outcome of that war would mean either American independence, or his own death. And every man present voted to adopt the resolution which, in the plainest and strongest terms, declared

“The Thirteen Colonies, Free and Independent States,
United Together in One Nation.”

LESSON XLVII

EXTRACT FROM THE SUPPOSED SPEECH OF JOHN ADAMS
BEFORE THE SECOND CONTINENTAL CONGRESS, 1776

Massachusetts	courage	solemn	treasure
generously	celebrate	scaffold	measure
ignominiously	festivity	scabbard	judgment
uncertainty	survive	sentiment	immortal
assured	inspire	compensate	illumination

Said John Adams, representing Massachusetts:

"Why put off longer the Declaration of Independence? . . . If we fail, it can be no worse for us. But we shall not fail!

"The Cause will raise up armies; the Cause will create navies. The people, the people, if we are true to them, will carry us, and will carry themselves, generously through this struggle.

.

"Every Colony indeed has expressed its willingness to follow, if we but take the lead. Sir, the Declaration will inspire the people with new courage! . . . Set before them the glorious object of entire independence, and it will breathe into them anew, the breath of life. Read this Declaration at the head of the army; every sword will be drawn from its scabbard, and the solemn vow uttered to maintain it, or to perish on the bed of honor!



JOHN ADAMS

"Sir, I know the uncertainty of human affairs; but I see, I see clearly this day's business. You and I indeed, may rue it. We may not live to the time

when this Declaration shall be made good. We may die; die Colonists; die slaves; die, 'it may be, ignominiously and on the scaffold! Be it so! Be it so! . . . But while I do live, let me have a country, or at least the hope of a country, and that a free country!

"But whatever be our fate, be assured, be assured that this Declaration will stand. It may cost treasure, and it may cost blood; but it will stand, and it will richly compensate for both.

"Through the thick gloom of the present, I see the brightness of the future, as the sun in heaven. We shall make this a glorious, an immortal day! When we are in our graves, our children will honor it. They will celebrate it with thanksgiving, with festivity, with bonfires and illuminations . . .

"Sir, before God I believe the hour has come! My judgment approves this measure, and my whole heart is in it. All that I have, and all that I am, and all that I hope in this life, I am now ready to stake upon it; and I leave off, as I began, that

"Live or die, survive or perish, I am for the Declaration! It is my living sentiment, and by the blessing of God, it shall be my dying sentiment,

"INDEPENDENCE NOW, AND INDEPENDENCE FOREVER."

LESSON XLVIII

THE LIBERTY BELL

"Proclaim Liberty throughout the Land and to all the Inhabitants Thereof."

tongue	forgetful	belfry	witnesses
signal	inhabitants	thicker	timid
motionless	bell-ringer	instant	dreading
impatiently	throughout	proclaim	joyfully

It was the Fourth of July, 1776.

Congress, sitting in the State House in Philadelphia, was gravely considering the great question of voting for or against the Declaration of Independence.

Outside, the streets were crowded with people. Some hoped, some feared the outcome; but all knew that history was being made before their very eyes. They stood waiting under the hot summer sun, forgetful of business, forgetful of everything indeed, so eager were they for news. Every heart longed for American Liberty, yet men caught their breath when they thought of the daring resolution this Congress of men who represented the English colonies, was even then debating!

Word was brought that the State House bell should be rung if Congress voted for the resolution. The pealing of the bell should be the signal to all that the Declaration of Independence had been adopted, that a new nation had been born into the world. All eyes

therefore, were fixed upon the great bell, the bold ones longing, the timid dreading to see it move. Up in the



INDEPENDENCE HALL, PHILADELPHIA

Here the Declaration of Independence was signed

belfry the old bell-ringer waited, saying over and over to himself: "They will never do it! They will never do it!"

Near the door behind which Congress was sitting stood the bell-ringer's grandson impatiently waiting to give the signal which should set the big bell ringing.

As the slow minutes passed, the crowds grew thicker and more restless at the delay. The bell hung silent and motionless above their heads.

At last those nearest the boy saw him clap his hands, and heard the thin voice shout:

"Ring! Oh Ring!!"

Upon the instant the old bell-ringer, so the story goes, caught the heavy tongue of the bell with both hands, and flung it forward with all his strength! And answering its master, the great, iron voice pealed out joyfully the first note of American liberty.

A full hundred times the bell swung to and fro to tell the world that there had come, as the words on its rim still proclaim,

“LIBERTY THROUGHOUT THE
LAND AND TO ALL THE
INHABITANTS THEREOF.”

From that great day to this the State House bell, now worn and cracked as you see it in the picture, has been known as Liberty Bell. A new name was given, also, to the old State House, in which the Second Continental Congress adopted the Declaration of Independence on that never-to-be-forgotten Fourth of July. The great act done within its walls had made it worthy of a greater name. No longer a mere State House since it had given a nation birth, it became known and will remain known as Independence Hall.



THE LIBERTY BELL
Now hanging in Independence
Hall, Philadelphia

Independence Hall and Liberty Bell are still to be seen in Philadelphia. Should you ever find yourself in that city, it will be well worth your while to pay a visit to those two silent but living witnesses of the birth, on the Fourth of July, 1776, of the United States of America.

LESSON XLIX

INDEPENDENCE BELL

July 4, 1776

tumult	repose	stifle	unconquered
quaint	ruffled	murmur	whispered
quivers	Delaware	patriot	intonation
earnestness	Phoenix	portal	rejoicing
Spartan	hazard	Quaker	joyous

There was tumult in the city,
 In the quaint old Quaker's town, —
 And the streets were rife with people
 Pacing, restless, up and down; —
 People gathering at corners,
 Where they whispered, each to each,
 And the sweat stood on their temples,
 With the earnestness of speech.

“Will they do it?” — “Dare they do it?” —
 “Who is speaking?” — “What's the news?” —
 “What of Adams?” — “What of Sherman?” —
 “Oh, God grant they won't refuse!” —

“Make some way there!” — “Let me nearer!” —

“I am stifling!” — “Stifle, then!

Where a nation’s life’s at hazard,

We’ve no time to think of men!”

So they beat against the portal,

Man and woman, maid and child;

And the July sun in heaven

On the scene looked down and smiled;

The same sun that saw the Spartan

Shed his patriot blood in vain,

Now beheld the soul of Freedom,

All unconquered rise again.

See! See! The dense crowd quivers

Through all its lengthy line,

As the boy beside the portal

Looks forth to give the sign.

With his small hands upward lifted,

Breezes dallying with his hair,

Hark! with deep, clear intonation,

Breaks his young voice on the air.

Hushed the people’s swelling murmur,

List the boy’s strong, joyous cry!

“*Ring!*” he shouts, “*Ring*, Grandpa,

RING! OH RING FOR LIBERTY!”

And straightway at the signal
The old bell-man lifts his hand,
And sends the good news, making
Iron music through the land.

How they shouted! What rejoicing!
How the old bell shook the air,
Till the clang of Freedom ruffled
The calm, gliding Delaware!
How the bonfires and the torches
Illumed the night's repose,
And from the flames, like Phoenix,
Fair Liberty arose!

That old bell now is silent,
And hushed its iron tongue,
But the spirit it awakened
Still lives, — forever young.
And while we greet the sunlight,
On the Fourth of each July,
We'll ne'er forget the bell-man
Who, 'twixt the earth and sky,
Rang out OUR INDEPENDENCE;
Which, please God, *shall never die!*

FOR SPELLING AND SENTENCE BUILDING

adopt	consideration	generous	loyal
adoption	continental	glorious	loyalty
affair	courage	governor	measure
amend	create	hazard	motionless
amendment	creation	historic	murmur
appeal	deathless	ignominious	Parliament
appoint	debate	ignominiously	patriot
appointment	declaration	illumine	patriotic
approval	declare	illuminate	patriotism
approve	defeat	illumination	portal
assure	defiant	immortal	powerful
belfry	Delaware	impatiently	Phoenix
celebrate	dignified	imposed	prepare
celebration	dignity	independent	preparation
colonial	dispute	independence	preserved
colonists	earnest	indigo	punish
commander	earnestness	inhabitants	punishment
compelled	equal	instant	quaint
compensate	equally	intonation	quivers
compensation	famous	insult	rankled
Congress	festive	joyful	repose
conquer	festivity	joyous	ruffled
consider	funeral	judgment	ruined

LESSON L

WHAT IS AMERICAN LIBERTY?

elect	governed	decides	majority
enforce	government	similar	minority
defend	interfere	comprise	happiness
defense	opinion	citizens	precious

The United States of America is everywhere spoken

of as the land of liberty. It is a land of liberty for all, because it offers liberty to all alike, white or black, rich or poor.

As a nation the United States is governed by the people for the people. Its citizens make the nation's laws, and elect the officers who enforce them. To enforce the laws means to see that the laws are obeyed. The citizens of the United States comprise many millions of people. They have many minds, and they cannot be expected to think alike upon all questions. Each is, however, free to express his opinion upon public matters so long as in doing so he does not break a law nor urge others to break a law. He is free to express this opinion in speech and in writing; he is also free to express it in the vote that he casts for or against a law, or for or against an officer of the law.

The opinion of the majority, or greater number, of voters who vote in the same way decides the question voted upon. The minority, or smaller number, of the voters must be content to let the opinion of the majority decide. That is the law in this country.

Men who are among the minority are free to bring others over to their way of thinking. If they are able to make the majority think as they do, the laws that they do not like can be changed and new officers can be elected to take the places of the present ones.

Men who live under a government of their own where the majority rules are free men in every sense of the word. Theirs is true liberty, because it is liberty for all. They should guard it loyally with their last breath for nothing in all the world can be more precious.

“Give me liberty, or give me death!” was the cry of the brave patriot, Patrick Henry, far back in the days of the Colonies. Since those days thousands of good and true men, loving life as much as you or I love it, have faced untold dangers and willingly gone



A stylized, cursive signature of Patrick Henry, written in dark ink. The signature is fluid and expressive, with a long, sweeping underline.

to death in the cause of American liberty. Millions more stand ready to follow their great example should the need to defend American liberty ever again arise.

Is it not strange then, that here and there some mistaken persons assert that American liberty is not liberty? It is because they do not understand the real meaning of the word. Judging from what they say but fear to do lest the law interfere, each one seems to

think that the liberty the United States offers to all alike belongs to him alone. Each talks loudly of his "right" to do or not to do "as he pleases" in a "free country." The very words show that he has a wrong idea of what a free country is. He does not understand that in a free country freedom is freedom for all, never freedom for one at the cost of another.

Such a person is too ignorant or too selfish to see that if one man has the right to do as he pleases, all other men should have the same right; and if everyone has this right, he might easily "please" to do things which would injure others or interfere with their freedom.

LESSON LI

LIBERTY, NOT LICENSE

marvellously	pursue	license	dangerous
rapid	imagine	birthright	power
type	glorious	tyranny	troublesome
desert	animal	character	growth

Liberty to do as we please is not liberty. It is not the liberty that the wise and far-seeing men sought who founded the American nation. It is not the liberty that its heroes fought for, nor is it the liberty which made possible the marvellously rapid growth of the United States.

Liberty to do as one pleases is not true liberty. It can never be true liberty except upon a desert island where there is not even an animal to suffer through tyranny. Freedom to do as one pleases is *license*, of a most dangerous character.

The word "license" means "permission." In a land where many live, shall one have permission to do as he pleases, and not another? Can any fair-minded man claim such license for himself and refuse or deny the same right to others? Can you imagine what this wonderful land of ours would be like if every person in it were free to do as he pleased? Think of the number of weak ones who would thus be "forced to the wall," as we say of the man who is pushed aside by a stronger man.

Is there any sign in this unhappy picture of the liberty which, in little more than a century, did so much to make a world power of the first class out of thirteen scattered colonies hemmed in between forests on the west and an ocean on the east? Is there any trace in this picture of that glorious liberty which gives to millions of Americans and to millions of foreigners who become Americans according to law the blessed right of happiness?

Let us all hope and pray that the false idea of being free to do as one pleases will never rule in the United

States where liberty of a far higher and grander type has shown itself.

It is the newcomer among us far oftener than the native American, who mistakenly imagines that in a free country he is free to do as he pleases. In America the newcomer finds himself free to do certain things which in his own country were forbidden by law. He may imagine that in a "free" country, he is free to disobey all troublesome laws. He learns that in America he has certain "rights" which were not rights at home. He may go a step farther and take what he thinks are his rights, but which are not his rights because they interfere with the rights of another.

Should this newcomer dare to disobey an American law because he finds it troublesome; should he dare to take what he calls "rights" which interfere with another's freedom, he is likely to be punished for it. He has a wrong idea of American liberty. He needs to be told that American liberty is the liberty of law and order; that it is a man's right to enjoy the work of his hands, to hold that which is his own under the law, to pursue happiness in his own way, to have a voice in his own government, and to do as he pleases, so long as he does not break the law of the land nor the rules of the place where he lives.

This is American liberty, the birthright of every

one born in the United States and a free gift to all who, living upon American soil, show themselves fit to have it.

HAIL COLUMBIA!

1.

Hail Columbia! happy land!
Hail, ye heroes, heav'n-born band!
Who fought and bled in Freedom's cause;
And when the storm of war was gone,
Enjoyed the peace your valor won.
Let independence be our boast
Ever mindful what it cost,
Ever grateful for the prize,
Let its altar reach the skies.

CHORUS

Firm united let us be,
Rallying round our liberty!
As a band of brothers joined,
Peace and safety we shall find.

2.

Immortal patriots, rise once more!
Defend your rights, defend your shore;
Let no rude foe, with impious hand,
Invade the shrine where sacred lies
Of toil and blood the well-earned prize;

While offering peace sincere and just,
 In Heav'n we place a manly trust,
 That truth and justice shall prevail,
 And every scheme of bondage fail.

CHORUS.

— JOSEPH HOPKINSON.

FOR SPELLING AND SENTENCE BUILDING

altar	imagination	shame	thief
ashamed	imagine	shameful	timid
birth	impious	shrine	tobacco
birthright	invade	silence	tongue
bondage	invasion	silent	trading-post
citizen	license	similar	transact
citizenship	majority	similarity	transaction
conquered	minority	sincere	treasure
decide	opinion	sincerely	treaty
decision	pious	solemn	trinkets
defend	precious	Spartan	trouble
defense	prevail	spoil	troublesome
deprive	pursue	spoiled	tumult
desert	rejoice	survival	turpentine
elect	rejoicing	survive	typewriter
election	resolution	sword	tyranny
enforce	revolution	sympathy	tyrant
enforcement	scabbard	taxation	uncertain
enjoy	scaffold	taxed	uncertainty
enjoyment	scheme	telephone	unconquered
happiness	sentiment	territory	valor
happy	serious	thicken	victory

LESSON LII

THE NATURAL WEALTH OF THE UNITED STATES

area	occupations	cultivated	tobacco
products	neighbors	vastness	underground
shocked	realize	Minnesota	machinery
forester	enriching	granite	quarry
multiply	waterways	fair-minded	foundry

The area of the United States is so vast, its products and the occupations of its people are so varied, that life in America has many different sides.

The stranger coming to America who settles in a crowded city sees the hustling side. In the morning people rush by on their way to business. In the evening they rush by on their way home. During the hours between, they work hard and they work steadily, yet many among them earn little more than the cost of a bare living. The stranger soon becomes one of the workers; he is hustled until he learns to hustle. Then he begins perhaps to get ahead.

If instead of remaining in the crowded city where he first landed when he reached America, the stranger wisely went to some inland place, he sees another side of American life. He is perhaps working on a farm in the open country or at his trade in some small and growing town. In either case he finds life there easier and simpler than in the crowded city. He looks for-

ward to having a farm of his own some day or a business such as neighbors from his old home who came to America before him have built up. Other men, going to other parts of the United States see still other sides of American life.

The country is gaining daily in wealth through trade and through manufacturing; but this wealth is small when compared with the natural wealth of the United



THRESHING RICE IN LOUISIANA

States. This natural wealth lies in the rich soil of the country which, in many parts, has never been cultivated. Americans themselves do not realize the vastness of this wealth. They know that the farms of the United States are already beginning to feed the world, but many of them do not know that there are wide

areas of good farming land which have not yet had their first planting. It is, therefore, not to be expected that the people who come to America from other countries should know what the farmers in the United States are able to produce. They may, however, gather some idea of it when they read what the late Governor Johnson of Minnesota said, not long ago, of his own "Bread-and-Butter State," as he called it:

"After feeding all her own people, Minnesota's 170,000 farmers had a barrel of flour and five pounds of butter left over for every family in the United States and for millions more outside of the United States. Eight hundred of these farmers working together made a hundred million pounds of butter last year!"

These are big figures, yet they stand for the product of one state alone. In the southern states the land produces rice, sugar, cotton, tobacco and corn. In the central states cattle roam over the plains; they multiply and fatten for the market almost without care. In the states where corn and wheat are raised much of the farming is done by machinery. In harvest time the men have been known to work night and day to gather in the rich crops. In other parts of the country millions of trees are cut every year and sent to the saw-mills and paper-mills. The forester coming to America from Europe is shocked at the terrible waste.

Some day the United States government will stop it and perhaps compel men who cut down trees to plant others in their places. Meanwhile, men are at work

felling trees in forests which sweep over miles and miles of territory as wild to-day as when it belonged to the Indians.



WORKING AN OIL WELL IN
TEXAS

There are stores of untold wealth lying underground. It lies in quarries where granite and other building stones are found. It lies in vast fields of oil and of natural gas, and in the rich mines which yield coal, iron, lead, copper, silver and gold. There is wealth enough for the whole world in the United States, but much of it is still asleep because there are not enough

hands to make it their own. It is lying idle, waiting for men who will claim it through the strength of their arms and the power of their brains.

Millions of immigrants have already made their way to the places where these treasures lie and there is

room for millions more. They are welcome in the United States if they are good and true men, for while working for themselves they are also building up the nation, enriching it and adding to its strength and power.

These newcomers are working on our great farms and they are digging underground in our mines. They



A COLORADO SILVER MINE

are busy in our mills, in our factories and foundries. They are building our railroads which, like our wonderful waterways, serve to carry the products of our workers to the markets where they may be sold.

It does not take these workers long to learn that they have come to live in a land where law and order

make the people free and happy. Some of them may wonder that there can be law and order in a land where there is no king to govern the people. They need not wonder for, as a matter of fact, the people in the United States govern themselves.

There can be no better form of government for people who are honest and fair-minded, since under it every citizen has equal rights before the law. It is an honor to be an American citizen, and the United States extends this honor to all newcomers who show themselves fit to have it.

LESSON LIII

THE GOVERNMENT OF THE UNITED STATES. — I

indicates	re-elected	unfortunate	municipal
represented	period	opinion	ordinances
separate	national	police	majority
Federal	capitol	prevent	requires
enforce	republic	mayor	educate

The United States, as its name indicates, is a nation formed of many states united for the good of all. The separate states are represented in a central or "Federal" government which is higher than the separate states because it represents them all.

The Federal government is a republic in form. The

people govern themselves. They make the laws and they elect the officers needed to enforce the laws.

At the head of the government is the President. He is elected by the people in all the states to hold office for a term of four years. He may be re-elected when his term of office is over or at any later period.



THE NATIONAL CAPITOL AT WASHINGTON

The Federal government governs all the states and the people in them because it is the government of the whole nation. It is known therefore as the "National" government. Each separate state has its own state government, and every city in the state has its own city government.

A stranger in America may wonder how there can be order in a country where there are three different governments. He does not know that the three governments are simply parts of the same government, each having its own share in enforcing law and order.

For many years after the birth of the United States some of the people felt that the state government was higher than the Federal government. Others held that the national government was higher, and that no state might set its own government above that of the United States.

A sharp and bloody war between the states was the unfortunate outcome of this difference in opinion. It was a painful lesson, but it taught the people that the United States was and must ever be one nation. It taught them also, that the nation's laws made by all the people must be obeyed by all the people.

The best way, perhaps, for a stranger among us to learn how the American nation governs itself is to study the government looking up at it from the bottom. The mass of people, citizens and aliens, stand here side by side. Just a bit above them stand the police officers. The policemen are men appointed by law to keep order among the people and to protect them from harm. The police officers must enforce the laws and do what they can to prevent any one from breaking

the laws. The people must respect the police officers and obey their orders. They should also inform the police when they see any one breaking the law.

Behind and above the police officers are the "Mayor," who is at the head of the city government, and the other city officers who attend to the business of the city. Behind and above the mayor, the city officers and the city policemen are the rules which the people of the city make for the city's good and for the good of all who live in or enter the city. These rules are called "Municipal Ordinances." Every one, from the mayor downward, must obey the municipal ordinances.

The municipal ordinances may be compared to the rules that a man makes for his business, a teacher makes for his class or a mother makes for her children. There is a good reason for every rule. People may not always see the reason for a municipal rule, but they must obey the rule or else be punished for disobeying it.

The municipal ordinances are made by men who have been elected by a majority of the city's voters. Should an ordinance prove unjust or harmful, a



A POLICEMAN

majority of the voters can elect men who will change it to meet their views.

The city belongs to the state in which it lies. The state requires each one of its cities to keep order among its own people, to protect their lives and property and to educate them at its own cost. In return, it allows each city the right to make its own ordinances, to elect its own officers and to collect taxes from the people living within the city.

LESSON LIV

THE GOVERNMENT OF THE UNITED STATES. — II

capital	section	representative	Constitution
capitol	population	presidential	vice-president
interfere	assembly	territory	legislature
senator	possession	fire-escape	delegates

The man who lives in a city finds that behind and above the municipal ordinances are the laws of the state in which the city lies; also, that behind and above the state laws are the laws of the United States government, called the national or Federal laws.

Municipal ordinances must not interfere with the state laws, and state laws must not interfere with the Federal laws. Every person in the United States must obey the Federal laws. If he lives in a state,

he must also obey the laws of that state. If he lives in a city, he must also obey the ordinances of that city.

If, for example, you live in New York city and block up the fire escape outside your window with boxes or



THE NEW YORK STATE CAPITOL AT ALBANY

with bedding, you are breaking a New York city ordinance made to protect the lives of the people from fire.

If you employ a child under fourteen years of age or if you allow your own child who is younger than fourteen years to work, you are breaking a New York State law made to protect the health of the children in the state.

If you import goods from a foreign country and do

not pay the regular "duty" or import tax fixed by the Federal government on such goods, you are breaking a United States law made to protect the business interests of the manufacturers in this country.

Just as a state requires each of its cities to take care of its own people at its own cost, so the United States



THE TREASURY BUILDING AT WASHINGTON

government requires each of its separate states, at its own cost, to protect every one who lives within its borders. Like the cities, each

state is allowed to make its own laws, elect its own officers, collect its own taxes and transact its own business.

The United States government makes the laws and transacts the business of the nation. It mints the coins and prints the paper money. It watches over the states to see that each does its duty as a state and that no one state interferes with the rights of another state. It guards the interests of every one living within its territory. It watches the stream of immigration in

order to shut out, as far as possible, people who seem undesirable. It informs desirable immigrants where work may be found. It protects and governs the people who live in sections of national territory which are not states and, for that reason, may not govern themselves.

A national possession not a state is called a "territory." When the people living in a given territory wish to govern themselves, they ask to have their territory admitted as a state in the Union.

A territory is admitted as a state when its population is large enough; when it can prove that it is able and fit to govern itself and when it shows that it has framed a "Constitution" of the right character. A "Constitution" is the set of laws under which a government governs.

When a territory has been admitted as a state, it has the same rights and duties as its sister states. As a rule it is admitted on the Fourth of July. When a new state is admitted into the Union a new star is added to the others in the blue field of the national flag.

A state transacts its business in its capital city. Its laws are made there by its "Legislature." The Legislature is in two parts: the upper house or "Senate"; and the "House of Representatives" or, as it is called in some states, the "Assembly." The members of the

Senate are called "Senators." The members of the lower house are called "Representatives," "Assemblymen" or "Delegates." The voters of the state elect the Governor, the Legislature and the state officers.

The United States transacts the national business in Washington, D. C., the capital city of the nation. The letters D. C. stand for District of Columbia, a small section of land which is governed as a territory by the Federal government.

The national laws are made by Congress which meets in the Capitol. Congress has two parts, called "The Senate," and the "House of Representatives." The Representatives are elected to Congress by the voters in every state. The Senators, two for each state, are elected by the Legislature of that state.

The President and Vice-president of the United States are elected by Electors; these Electors have been elected by the voters in each state to cast for them the "presidential vote," as it is called.

LESSON LV

THE GOVERNMENT OF THE UNITED STATES. — III

numerous	immense	ability	Department
promptly	Justice	assistants	Commissioner
chief	Cabinet	character	Postmaster-General
maintain	position	Secretary	Attorney-General

Every government owes certain duties to the people

which it governs. These duties grow greater and more numerous as the nation grows in size, in wealth and in population.

It is plain that as a government's duties grow, the work it must do in performing these duties grows also. It is quite as plain that the more work a government has to do, the more workers must be employed to do it.

The government of a large city has more work to do than the government of a small city and it needs more workers to do the work. The government of a state has more work to do than the government of the largest city, and it needs a larger number of workers.

The United States government with its immense territory and its eighty millions of people requires, of course, a very large force of workers to help it perform its duties.

Under each government there must be some one to see that the workers do what they are employed to do. Government business is business, and it must be done in a business-like manner.

It requires many watchful eyes to see that the work of the government, municipal, state, or Federal, is done in an honest manner, properly, promptly and without waste of public money.

In order to see that every one employed to do government work does his full duty, the work has been

divided into "Departments." A "Chief" or "Commissioner" is at the head of each department.

As a rule the Commissioners of Municipal Departments are named by the city's Mayor; the Commissioners of the Departments of State are named by the Governor of the state.

It is the duty of each Commissioner of a Department to see that the work of his Department is done well,



THE BUILDING OF THE STATE, NAVY AND WAR
DEPARTMENTS

promptly and without waste of money. If he fails to do his duty, he can be removed and another Commissioner can be put in his place.

The work of the Federal government is divided among nine great Departments, each employing the assistants which it needs. The President appoints the heads of these Departments. As a rule he names men who are well-known and who have shown their ability and high character in whatever work they have been called upon to do.

The nine men who stand at the head of the Federal Departments form the "Cabinet" of the United States. The President calls a meeting of the Cabinet whenever he wishes to advise with its members upon government affairs. The heads of these Departments are not Commissioners. They have a higher title. The head of the Post-Office Department is the Postmaster-General. The head of the Department of Justice is called the Attorney-General. The others bear the title of "Secretary." It is a great honor to be asked to serve in the United States Cabinet.

It would take a long time to tell you of the immense amount of work the various municipal, state and Federal Departments perform. If you are interested in it, you can read all about it in any free library. Just now it is enough to say that the work includes everything that this country does to protect its people from harm, to educate them, to guard their health, to help them transact their business, to strengthen the nation and to maintain its honor and position among other nations.

Not he who boasts of his country, but he who does something to make his country better, is the real patriot.

Be just and fear not; let all the ends thou aimest at, be thy country's, thy God's and truth's. — SHAKESPEARE.

FOR SPELLING AND SENTENCE BUILDING

able	courage	injure	prints
ability	commissioner	injury	property
admitted	congress	interfere	promptly
appoint	congressman	interference	president
appointment	delegate	justice	presidential
assist	delegation	legislate	period
assistant	department	legislature	population
assistants	divided	maintain	possession
assistance	educate	mayor	represent
assemble	education	municipal	representation
assembly	electors	multiply	republic
assemblyman	forester	national	scarcely
cabinet	foundry	numerous	scratched
capital	federal	ordinance	senate
capitol	fire escape	perform	senator
character	immense	police	separate
chief	intense	position	unfortunate
citizens	indicate	prevent	witnesses
constitution	indication	prevention	whispered

Attorney-general
 Postmaster-general
 Minnesota

Vice-president
 Secretary
 Virginia

THE STAR-SPANGLED BANNER

Oh, say, can you see, by the dawn's early light,
 What so proudly we hailed at the twilight's last gleaming —
 Whose broad stripes and bright stars, through the perilous fight,
 O'er the ramparts we watched were so gallantly streaming?

And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there:
Oh, say, does that Star-Spangled Banner yet wave
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream:
'Tis the Star-Spangled Banner! Oh, long may it wave
O'er the land of the free and the home of the brave.

Oh, thus be it ever, when freemen shall stand
Between their loved homes and war's desolation.
Blest with victory and peace, may the Heaven-rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust:"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.

—FRANCIS SCOTT KEY.

LESSON LVI

THE AMERICAN FLAG

(As Described by Two Great Americans.)

described	valor	sublimely	revolutionary
signify	supreme	constitution	solemn
organizing	cherished	institutional	signal
bunting	heroically	lawlessness	divine

"The American flag is a solemn, national signal.

It means all that the Declaration of Independence meant. It means all that the Constitution of our people, organizing for justice, for liberty, and for happiness meant. It means all that our fathers meant as they struggled heroically through the long Revolutionary War.

“Our flag stands for American ideas, American history, American life. Beginning with the Colonies and coming down to our time, . . . it has gathered and held before the people the supreme idea of the *divine right of liberty in man*.

“Every color means liberty; every thread means liberty; every form of star, and beam or stripe of light means liberty, not lawlessness, not license; but organized institutional liberty, — liberty through law, and laws for liberty!”

Adapted from Henry Ward Beecher.

“The American flag is a piece of bunting lifted in the air; but it speaks sublimely, and every part has a voice. Its stripes of red and white, proclaim the union of thirteen States to maintain the Declaration of Independence. Its stars of white on a field of blue, proclaim the union of States, with a new star for every new State.

“The two together signify union past and present.

The very colors have a language. White is for purity, red for valor, blue for justice; and all together, —



RAISING THE UNITED STATES FLAG OVER A NEW TERRITORY

bunting, stripes, stars and colors blazing in the sky, make the flag of our country, to be cherished by all of our hearts, to be upheld by all of our hands."

Adapted from Charles Sumner.

"O, make Thou us, through centuries long,
In peace secure, in justice strong;
Around our gift of freedom draw
The safeguards of Thy righteous law."

—John Greenleaf Whittier.

OUR FLAG

Fling it from mast and steeple,
Symbol o'er land and sea
Of the life of a happy people,
Gallant and strong and free.
Proudly we view its colors,
Flag of the brave and true,
With the clustered stars and the steadfast bars,
The red, the white and the blue.

Flag of the fearless-hearted,
Flag of the broken chain,
Flag in a day-dawn started,
Never to pale or wane.
Dearly we prize its colors,
With the heaven-light breaking through,
The clustered stars and the steadfast bars,
The red, the white, and the blue.

Flag of the sturdy fathers,
Flag of the loyal sons,
Beneath its folds it gathers
Earth's best and noblest ones.
Boldly we wave its colors,
Our veins are thrilled anew;
By the steadfast bars and the clustered stars,
The red, the white and the blue.

—MARGARET E. SANGSTER.

LESSON LVII

IN MR. CLARK'S CLASS. — III

multiplying	meanwhile	sighed	shelter
argued	considerable	readily	intended
favor	inquired	success	statement

It was the conversation hour in Mr. Clark's room in evening school and Charles was reading aloud from the newspaper. A certain statement in the paper interested the class. It said that more than a million immigrants had come into the United States during the past year.

One member of the class said that a million immigrants in one year seemed to him a very large number and he wondered whether the statement could be true.

Another thought it might well be true. A great steamship often brought thousands of newcomers in a single trip. A little multiplying, he said, would readily prove whether or not the statement was true. There were many steamships, and they made many trips in a year. It was easy enough to figure it out.

Charles wondered how much longer the United States would admit immigrants in such large numbers. He did not see, he said, how so many people could find work in any one country unless they took it away from the people already living there.

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Since the newcomers need these things, does it not mean more work and more workers for the factories where they are made? Where more houses must be



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A CROWDED SECTION OF NEW YORK CITY

built, does it not mean more work for the men who are in the building trades?"

"I admit," said Henry, rising as George sat down, "that a million immigrants a year make plenty of work for workers. But I am afraid they make less work than they take away from the workers already in the country, as William pointed out.

"Every day I see people looking for work and unable to find it. If, as so many people say, there is plenty to do in the United States, why are so many men without work when they need it? Is it not because the immigrants take more work from the workers than they make for them?"

There was no answer from the class. The members only nodded their heads in approval and looked at one another in silence. They lived in a city where there were four millions of people. So vast a number must make a great deal of work, as George had said; yet more than one man in the room was out of work at that moment, and every one present knew only too well how hard it is sometimes to find work. George's idea was not wrong, but Henry's question seemed reasonable. It was hard to decide between them.

Mr. Clark broke the silence. "No, Henry; that is not the reason why the men whom you know often find it hard to get work. There is plenty of work to do in the United States for all who want to work and who look for it in the right place.

"It is too late this evening, to answer your question why people are so often without work when they need it. I should like all the members of the class to think it over until to-morrow evening and be ready to give us their opinions upon the subject."

LESSON LIX

OPPORTUNITIES FOR WORK

coughed	locality	permit	throat
pressers	village	permission	exactly
postponed	everywhere	pardon	idea

Frank took up the discussion where they had left off the evening before.

"Mr. Clark," he began, "you asked us to think about the question why people are so often without work, when there is plenty of work in this country for all who want work. I have been thinking about it, but I cannot understand it. May I tell you of my own case?"

"Three weeks ago the shop where I work shut down and I have been looking for work ever since. I am sorry to say that I cannot find anything to do.

"I am young and strong. I understand English and I am willing to work hard. I have looked everywhere for work and there is no work to be had. That is why I say, — and I beg your pardon Mr. Clark — that in the United States, there is not enough work to go around."

"Before I answer you, Frank," said Mr. Clark, "I should like to hear from others in the class."

At first no one answered. Then Frederick stood up to speak. "I feel as Frank does, Mr. Clark. You

told us that there is plenty of work in the United States for all who wish to work who look for it in the right place. You are an American and you ought to know. I have been thinking about the matter and it seems to me that we who cannot find work when we want it do not know where to look for the right place.

"When I was out of work," he continued, "I went from place to place, wherever there seemed even a chance of getting work to do. Everywhere they told me that they had all the men they needed. Then a friend who was going West asked his boss to let me have his place, and I have had it ever since. I do not like the work, but it is better than none at all."

Edward spoke next. He was a young man but his face was white and thin, and he coughed.

"The only work I can find," he said, "keeps me sitting at a sewing machine all day. Forty other men are at work in the same room. We are not allowed to open the windows, because the pressers say it makes their irons cold. The air is very bad and the dust from the cloth gets into my throat and makes me cough. I keep at the work, however, because if I give it up I should not know where to get anything else.

"Like Frederick, I feel that if there is a place where there is always work, I should be glad to know where it is. I have never heard of such a place."

Several others spoke in the same way, until Mr. Clark ended the discussion, saying:

"I must repeat that there is work in the United States for all who wish to work and who look for it in the right place. From what you have said this



COTTON READY TO BE SHIPPED IN THE SOUTH

evening, it seems that you think this statement a mistake. But it is not a mistake; it is true.

"The trouble is that when I say 'place' you do not understand exactly what I mean. To you, 'place' seems to mean a shop, a store or a place of business.

That is one meaning; but 'place' also means a 'locality,' a place on the map.

"Boston, New York, or any other large city is a place; so too, is the smallest country village. Either is a 'place,' as I used the word. We speak of Europe as a place, and call the West or the South a 'place.' "

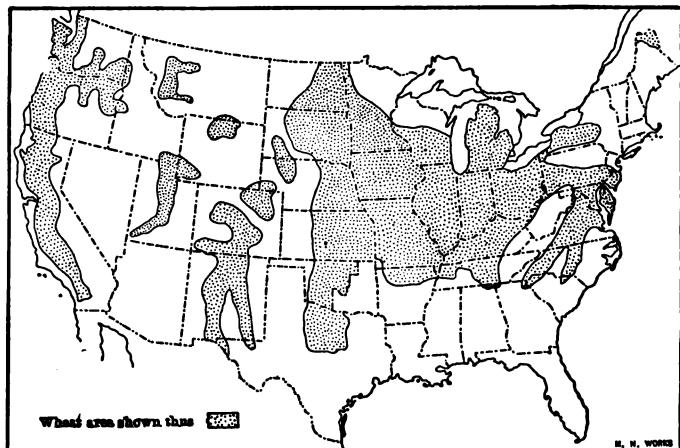
Frank raised his hand for permission to speak. "I think I see your meaning now, Mr. Clark," he said. "You say that 'there is work in the United States for the man who wants to work and who looks for it in the right place.' You mean, then, that if we do not find work where we look for it, we are not looking in the right place. It follows, I think, that if we want work and cannot get it, we are not in the locality where work is waiting to be done. Is that your meaning, Mr. Clark?"

The teacher postponed his answer a moment to study the faces of the men before him. He saw that they were following Frank's words with deep interest, and smiling his approval he said, "Yes, that is the idea, Frank."

"Then, Mr. Clark, do you think that the man who cannot get work to do should go away from the place where he lives and look for it in some other locality?"

LESSON LX

OPPORTUNITIES IN FARMING



WHERE WHEAT IS GROWN IN THE UNITED STATES

carpenter	transport	contractor	mason
orchards	products	opportunity	tinsmith
ripened	bricklayer	roofer	healthful
sorely	plumber	painter	underground

“Does it not seem the best thing for such a person to do?” asked Mr. Clark in return. “Do you think it well for a man to be without work? or wise for him to keep work which, like Edward’s, is sure to make him ill?”

“Is it not better in every way for a man to live in a locality where there is good and healthful work for every one?”

"While it is true that there is plenty of work in a crowded city like New York, it is a mistake to think that there is work there for every one. Too often, as some of you have already seen, there is less work than workers. That is why so many men are out of work at times.

"On the other hand, there are many localities where there is more work than there are people to do it. In these localities employment may be had for the asking."

"Mr. Clark," asked Alfred, "will you tell us what sort of work it is? I have heard that there is always room in the coal mines; but all men are not strong enough to work underground and I, for one, should not like work of that kind. Is this work that you speak of, Mr. Clark, the kind of work men like me can do?"

"I did not mean employment in the mines, Alfred; nor did I mean any other special class of work.

"There is work waiting for workers in every state in the union and this work varies in kind, just as it does in this city.

"Workers are needed and sorely needed on farms all over the country wherever food and cattle are raised. In thousands of fine orchards the fruit hangs on the trees until it rots, simply because there are no hands to gather it. Good soil lies idle and unworked, because

there are no hands to help it bring forth growing crops. Wide fields waving with ripened grain wait in vain for hands to cut and harvest it.

"If you should ask me why, where there is so much work, there are not enough hands to do it, I can



FARMING IN THE WEST
A modern reaping machine

only say that it is because the hands that are in want of work are far away, too often lying idle or vainly reaching for work where there is no work.

"Do not think from this that there are few workers on the American farms. Fully thirty-six percent of

the people are doing work which is connected with farming. There is room for many more however, because the rest of the people depend for their food upon the produce of the farms. It may interest you to know that, according to the report for the year 1909, the product of our fields and barnyards for a single day is valued at twenty-four millions of dollars.

“Thousands of small towns all over the United States are fast growing into cities. Mills and factories prosper in these places, and railroads transport the products to the markets where dealers are waiting for them. House-building is necessary in a growing town, for the people need homes in which to live. This means plenty of employment for men who understand or are willing to learn the building trades. Masons and bricklayers are needed for the stone-work and for the brick walls. The help of carpenters, painters, plumbers, roofers and tinsmiths is also required wherever houses are being built.

“The man who is master of any one of these trades will soon find himself ‘growing up with the town,’ as we say. If he is a good workman and attends to his business properly, he will find all the work his hands can do. He will soon need other hands to help him and will rise rapidly from workman to boss and from boss to contractor.

"There is opportunity in these small and growing towns for clerks also, and for men who understand shop-keeping. The people employed in the mills and factories need food to eat and clothes to wear. They must buy these, and shop-keepers will find them good customers.

"Life is pleasant in these small towns. There is fresh air to be had in every home and plenty of sunlight. There are schools, churches and free libraries. Can any one ask for more?"

"Working for a living?
May no worse befall!
Love is always busy,
God works over all!"

LESSON LXI

LIVING IN THE COUNTRY

"Mr. Clark," said Henry, "a man told me something of this while I was on Ellis Island waiting to land in New York. He said he was there to advise the immigrants and to help them. I did not listen to him, because he said these 'growing towns' were in the South and in the West, and that I must go there by railroad or by steamboat. I did not wish to go to a place where

I should be all alone. I thought it better to stay in New York where my friends live."

"I understand, Henry. You did only what thousands have done before you. I hope you will have no reason to be sorry that you came to this great city. If you should, remember that you can still go to any one of these places. For years to come these places will need workmen of



LIFE ON A SOUTHERN COTTON PLANTATION

every kind. I must add, though, that I do not see what difference it can make to a newcomer into this country, in what place he begins his new life."

"It makes this difference," answered Henry, "if I may say so. I have a few friends in New York. If I went to any other town I should be all alone. That is why I stay."

"Yes, Henry," returned Mr. Clark; "I know how you feel; but have you ever stopped to think what happens because you and thousands of others feel this way? That because you and they do not like to be alone wherever you may go, there is not enough work in the

great city of New York and in many another great city, for those who wish to work there?

"Do you know that this is the real reason why Edward must do work which is bad for his health? That this is why the wives and children of immigrants must live in small dark rooms, instead of in homes where there is fresh air and sunlight?

"Have you never wondered why rent costs so much? Would it be so high, do you think, if there were enough homes for all the people who crowd into the same city?"

No one answered. It was plain that Mr. Clark's words had set them thinking. Their teacher waited a moment; then he continued, "When you came to this country did you not leave friends at home quite as dear as those you have here? You came here, as all do, hoping for new and brighter things for yourselves or for your children. It is good to be with friends; but if staying where your friends are, keeps you from the brighter things you hoped for, is it not better to go where these await you, even though you go there alone and part from your friends? Surely a man can make friends wherever he may live. I have always found that people are ready to be friendly with those who are worthy of their friendship.

"In America every man respects good work. It is a key that will unlock a thousand doors. The man who

does good work and leads a decent life; who lends a hand now and then to another in need and says nothing about it; who has a friendly word for a neighbor and who does his best to make himself an American soon



HARVESTING AN ICE CROP IN THE WEST

wins new friends. And believe me, his new friends will prove no less true and, in time, no less dear than the friends of other days."

Heaven helps those who help themselves.

— BENJAMIN FRANKLIN.

Cheerfulness costs nothing and yet it is invaluable.

FOR SPELLING AND SENTENCE BUILDING

apiece	hero	pardon	thief
argue	heroic	permission	thieving
argument	heroically	permit	throat
bricklayer	idea	plumber	transport
building trade	inquire	plumbing	transportation
bunting	inquiry	quarry	underground
carpenter	institution	readily	union
cherish	institutional	realize	valor
considerable	lawlessness	re-elect	vastness
contractor	length	representative	vessel
cough	locality	republic	victory
describe	mason	require	village
description	masonry	revolutionary	voice
divine	meanwhile	ripen	warfare
educate	national	roofer	whisper
education	neighbor	shelter	whispering
elector	neighborly	sighed	widespread
exactly	orchard	signify	witness
factory	organize	silence	woodsman
favor	organization	sorely	yield
granite	opportunity	sublime	zeal
healthful	painter	supreme	zero

LESSON LXII

MR. CLARK'S ADVICE TO HIS CLASS.—I

Like other good teachers Mr. Clark took a warm interest in the welfare of the members of his class. They were strangers in a strange land and he was glad to help them when he could. One evening during the

conversation hour he began with the words: "We have a saying here that it is good for a man to stand upon his own feet. Can any of you tell me the real meaning of this saying, expressing it in other words?"

"We have the same saying, Mr. Clark, where I come from," one man replied. "It means that it is the duty of every man to support himself and his family, not to depend upon others for support."

"That is the idea exactly," returned the teacher. "It is necessary, however, for the man to find a place for his feet. In other words, the man who would support himself must find honest work to do which shall give him the money to pay for whatever he needs."

"Mr. Clark," said Frank, "I am afraid that I have not yet found a place for my feet. I have thought a great deal about our talk of the other evening. I am unable to find work here in the city where my friends live. If it is waiting for me somewhere else, I am ready to bid my friends good-by and go there."

"My idea is like Frank's," said Charles. "The man who cannot find work where he is, should certainly go where he can get it. That is what the Americans call 'common sense,' is it not? He may not like to go away all alone, but it cannot hurt him to do so. For that matter, I think that when a man goes to a place where there is more work than workers, his friends are

apt to follow him. Several of my friends, for example, do not like the way we are forced to live in this crowded city. I feel sure that, like me, they would be glad to



PICKING COTTON IN THE SOUTH

leave if they knew where to find this work which you tell us is waiting for workers."

"Mr. Clark," said Edward, "I, too, should like to know just where these places are where there is more work than men to do it. I shall not mind going there alone. I am old enough to know that I cannot have everything, and I am willing to go to any place where work is waiting for me."

"These places, Edward, are everywhere in the United States," said Mr. Clark. "Some are close by, some are far away. But before I name any one place where I know that work is waiting for workers, I must ask you a few questions:

"What kind of work are you looking for?"

"Can you do this work well?"

"Are you willing to work hard, early and late?"

"Have you the money to pay the traveling expenses?"

"I should like any work that will keep me in the open air, Mr. Clark; I am ready to work hard, also early and late, if it is necessary. I understand farm work; I grew up on my father's farm. I know how to raise grain and vegetables, and I know how to care for cows and horses. When I was in the army I learned how to sew harness.

"I have very little money for traveling expenses. I have not had steady work, so my savings are small; but if the man who wants me to work for him, will pay my way to his farm, he can repay himself from my wages."

"Edward, I am glad to say that work is waiting for men like you on a thousand farms, some of them within a few hours' ride of this very city. Several of the farmers who need your help pay their men by the month; others let the farm hand work a part of the land 'on shares.' Working a farm 'on shares' means that instead of being paid by the month, the farm hand receives a certain share of the product of the farm or of the price for which its crops are sold."

LESSON LXIII

MR. CLARK'S ADVICE TO HIS CLASS.—II

appetite	machinery	farm hand	address
agriculture	chickens	numerous	married
undertake	earnings	distance	includes

"You say, Edward," continued Mr. Clark, "that you grew up on a farm. Then you know that farm hands must rise early, that they must work all day in the



FARMING BY MACHINERY

This machine cuts, threshes, binds the straw and prepares the grain for market

fields and that at times they must work hardest when the sun is hottest. But you know, also, that outdoor work makes a man feel like living; that it gives him sound sleep and a good appetite for his food. I am

sure that you would like it better than your work at the sewing machine in the crowded shop you told us about.

“Not all the farming in this country is like that done on your father’s farm. There are farms in the great West so large that almost all of the work is done by machinery, and the farm hands are as numerous as a small army. The fields stretch north and south, east and west farther than the eye can see, and under the summer sun the tall grain waves like a sea of pale gold.

“There are other farms not so large as these, and thousands upon thousands of smaller ones which require only a few men to do the work. To some, the farm hand’s pay may seem small. On farms in this state, New York, the pay is seldom more than twenty or twenty-five dollars a month. But a man can easily save a part of his earnings, for living in the country costs much less than living in a city.

“When a man has worked two or three years on a farm and has saved a little money, he can rent a small farm and work it for himself. If he is married his wife can raise chickens and sell the eggs. She can make butter also, and sell it. Many a farmer’s wife or daughter in this country has her own ‘butter-and-egg-money,’ as she calls it. What do you think of the idea, Edward?”

"I think it almost too good to be true, Mr. Clark. Can you give me the address of any of these farms which are in New York State? I may not have enough money to pay my way to places which are at a distance."

"There are many farms in New York and also in other states where your work would be welcome,



A MODEL MILKING PLACE ON A LARGE FARM

Edward," answered Mr. Clark, "but I am unable to tell you just where you can find them. I can, however, give you addresses where

you can learn all you need to know. In every one of the states where farming is carried on there is a Department of Agriculture. The word agriculture means care of the land. It includes everything that is connected with farming.

"A letter addressed to the Department of Agriculture in any state, stating just what you wish to know, will bring you an answer. As an example, let us take the Department of Agriculture of the State of New

York. This Department is very glad to place men upon farms in New York State. Officers of the Department are everywhere in the state and they know just which farmers are in need of farm hands; they



From the New York Department of Agriculture

A HEN FARM IN NEW YORK STATE

know also where the farms are which may be worked on shares or rented from the owner. The Department has an office in New York City, at No. 23 Park Row. Any man who goes there looking for work upon a farm will be treated politely, and assisted to find a place.

“Should you go there, Edward, they will tell you of the different places where help is needed, and they will

also see to it that you reach the place to which they are sending you. There is no charge of any kind for this work. The State of New York, like the other states, undertakes this work gladly for the good of the farms and farmers."

" Isn't it wonderful, when you think
How a little seed asleep
Out of the earth new life will drink,
And carefully upward creep?

" A seed, we say is a simple thing,
The germ of a flower or weed, —
But all earth's workmen, laboring,
With all the help that wealth could bring,
Never could make a seed."

LESSON LXIV

WHERE TO APPLY FOR EMPLOYMENT

commence	service	bureau	arrival
branch	connected	baggage	fastened
division	recommends	apply	conductor
information	purpose	applicant	endeavor

The Immigration Service is an important branch of the United States Department of Commerce and Labor. It attends to everything connected with immigration into the United States. It endeavors to help the desirable immigrant, and in helping him it helps the country as well. The arrival of a desirable immigrant

is a gain to the immigrant and a gain to the nation. The gain is greater for both when the newcomer, instead of trying to settle in a crowded city, goes to a place where the work he is able to do is needed.



From the New York Department of Agriculture

SHELLING PEAS FOR THE CANNERY, IN NEW YORK STATE

To help newcomers into our country go to places where their work is needed, the United States Immigration Service has opened an office called "the Division of Information." This office is at No. 17 Pearl St. in New York City. It is just across the small park where

the immigrants land when they come from Ellis Island.

This is a United States government office, and no one need fear being cheated by the men who are employed there. These men speak many foreign languages;



From the New York Department of Agriculture

FOLLOWING THE LONG FURROWS

they receive all newcomers politely, and give them correct information of places where workers are needed.

There is no charge for anything in this office and strangers who apply there for advice are sure to get the very best. The man who asks for work is told not

only of the places where work is waiting for him, but also how to get there.

If he agrees to go to one of the places the office recommends, some one from that office will take him to the right railroad train and see that he and his baggage are safely on board before it starts.

If the immigrant cannot speak English, a tag on which is written the name of the place to which he is going is fastened to his coat. The conductor of the train by which he travels takes note of the tag and sees that he is set down at the right place.

Any newcomer, man or woman, who wishes to learn where work can be had, should apply in person at the Division of Information. Here he or she tells the officer in charge just what kind of work he or she is able to do. The applicant will then be told of a place where suitable work may be found.

Should the office know of nothing in the special line of work the applicant wishes to do, there may be other work waiting which he or she is able to do. Applicants must remember that in the beginning any employment is better than none, and that whatever work they accept and do with good will may prove a step toward something better.

Many of the states in the Union conduct a regular "Employment Bureau" where men and women who

apply for work are sent to employers who want help. Like the Division of Information of the United States Immigration Service, a State Employment Bureau makes no charge for its services in finding work for the immigrants who apply there for employment.

TO THOSE WHO LABOR

Ho, ye of bone and sinew,
Ye laborers who wait
In overcrowded cities
Around the bread-line gate,
Go to trekking to the westward
Where work is plenty, and
The golden fields are waiting
To take the workman's hand.

Ho, ye who struggle daily
To keep the wolf away,
Who feel that each to-morrow
May end your work to-day,
Get out of such surroundings,
And go where harvests need
The labor that is looking
For better homes and feed.

Ho, ye, pent up in cities,
In closets close and hot,
Get out into the open
Where tenements are not;

Go ye to smiling farmlands
 Where fields of ripening grain
 Bring to the cheery worker
 Forgetfulness of pain.

Ho, ye who starve and smother
 Beneath the high, hot walls,
 Get out into the sunshine
 Where health to nature calls;
 There labor's crown of labor
 Is golden, and the soil
 Gives back to man what Nature
 Intended for his toil.

— W. J. LAMPTON.

LESSON LXV

HOW TO BECOME A UNITED STATES CITIZEN

population	naturalize	renounce	constitution
process	naturalization	intention	declaration
protection	citizen	summon	court
allegiance	citizenship	certificate	oblige

The population of the United States includes citizens and aliens. The citizens are the people born within United States territory and the people who have been made citizens by process of law. Aliens in the United States are the people born in some other country who have not been admitted to United States citizenship.

A citizen of the United States, whether born a citizen

or made a citizen by law, is always under the protection of the United States government as long as he remains a citizen, and wherever he may be. An alien is under the protection of the United States only while he remains in United States territory. In return for this protection, aliens living in the United States are expected to obey the laws just exactly as citizens obey them; but unlike the citizens, they have no voice in making these laws, nor are they allowed to hold public office.

An alien cannot claim the rights of a citizen of the United States until he has become a citizen. The step by which an alien becomes a citizen under the law is called "naturalization."

The United States is willing to naturalize the alien who can prove that he is fit for American citizenship and has taken the steps necessary to make him a citizen.

The United States considers the alien fit for citizenship if he can show that he is a man of good character; that he has lived in the United States at least five years; that he can speak English and that he has a general understanding of the laws, the government and the Constitution of the United States.

There are two steps necessary for naturalization. The applicant must first declare his intention to be-

come a citizen. At the same time he must renounce his allegiance to the country of which he has heretofore been a citizen. This step is called the "Declaration of Intention," and is commonly spoken of as "taking out the first papers."

The second step necessary for naturalization cannot be taken until two years after making the Declaration of Intention. The applicant for citizenship must then show the certificate given to him when he made his Declaration of Intention. He must present proof upon examination that he is fit for citizenship, according to law, and that he has lived at least one year in the state where he is applying for citizenship.

An alien may make his Declaration of Intention (take out his first papers) in any State (or United States) Court of law, at any time after he comes into the United States. It is wise for him to delay making this declaration until he has learned to speak English. He should not however delay longer than three years since he must show that his Declaration of Intention was made two years before his application for full naturalization. The charge for the first certificate is one dollar; the charge is two dollars for the full naturalization certificate.

The alien who becomes naturalized is a regular citizen of the United States. He has all the rights of a citizen

and he must, in turn, perform all the duties of a citizen. His wife and all of his children who are under twenty-one years of age at the time he is naturalized become citizens with him.

The duties of a male citizen require him to:

Obey the laws;

Defend the peace of the nation;

Serve upon the jury when summoned to do so;

Learn all he can about the men and the questions
to be voted for at an election;

Vote for the good of the country, not to oblige a
friend.

LESSON LXVI

THE DUTIES OF THE ALIEN IN THE UNITED STATES

attempt	appointed	warrant	contagious
bribery	bureau	subpoena	vaccinate
arrested	pedlar	marriage	vaccination
refused	vender	obedience	tuberculosis
attention	peaceable	notice	issued

In the last lesson you read that aliens are expected to obey the laws in return for the protection the government gives them while they remain in United States territory.

The alien willing to do his duty toward the government may wonder how he can obey the laws when he

does not know what these laws require, nor what they forbid. He may be troubled lest he break a law without being aware of it.

He need not be troubled on this account. If he is honest and leads a peaceable life; if he attends quietly to his own affairs and does not interfere with the rights of any one else, he will be in little danger of breaking the law.

In this country respect for the law is as necessary as obedience to the law. A man shows his respect for the law by respecting the officers of the law; by paying attention to the orders of the court; by obeying the rules and regulations of the different Departments which transact the business of the government.

If a man receives notice to attend a court, he must be there at the appointed time and leave everything else in order to do so. This notice to attend at court may be a "warrant," a "summons" or a "subpoena."



A STREET CLEANER

One of the men hired by the city to keep
its people healthy

It must be promptly obeyed both by the alien and by the citizen upon whom it has been served.



A SIGN POSTED BY THE BOARD
OF HEALTH

Showing that some person in the house
has a contagious disease

The rules or regulations made by a Department of the government are meant to guard the public welfare. They serve to protect the people from the danger of disease, of fire, of bad roads, unsafe docks, unclean streets, disorder, etc.

Sometimes these Department rules are posted in public places. One of the rules so posted, forbids spitting upon floors and upon the streets. It has been found that tuber-

culosis and other diseases are spread among the people through the unclean habit of spitting upon the floors and upon the streets. Persons who do it may be arrested and punished.

The regulations made by a Board of Health to prevent the spread of contagious disease are most

important. The members of a family where there is a case of contagious disease must be careful to obey every order the Board of Health gives; it is their duty to prevent the disease from spreading to other families.

Men who buy and sell certain kinds of goods; pedlars, venders and pushcart men who do business in the public streets instead of in shops, and men who follow certain trades must have a "license" or permission to do so.

As a rule, the alien receives this license upon applying for it, if he can prove that he is fit to have it according to law. Should a license be refused, he may be sure there is some good reason for the refusal. He may ask the reason why the license is denied him and he may try to remove the reason; but he must not attempt to bribe either with money or with a gift, the officer who has the power to give or to refuse the license. The officer of the law who is found taking a bribe is punished and the man who offered the bribe is also punished. Every kind of bribery is against the law.

The charge for a license varies in different places and for different things. The charge is fixed by the office where the license is issued (given out). It is not safe to buy another man's license, even when you buy his business, unless you first go to the office or "bureau"

where the license was issued and ask whether you will be allowed to use the other man's license.

When an applicant pays the charge for the license he receives the license in the form of a government certificate. A government certificate is an important paper and it should be kept clean and in some safe place. This holds true for every government certificate, whether it be a certificate of birth, of vaccination, of marriage, of an alien's declaration of intention to become a citizen, or a license permitting a man to pursue a stated business.

FOR ENUNCIATION

age	fetch	lamb	sixth
edge	catch	limb	fifth
urge	scratch	crumb	strength
bridge	snatch	dumb	length
dredge	match	climb	width
change	patch	plumber	depth
with	fix	future	warmth
breathe	fixed	nature	wealth
bathe	mixed	natural	health
smooth	taxed	picture	stealth
soothe	waxed	adventure	eighth
clothe	boxed	manufacture	twelfth

cloth	much	drug	breeze
truth	such	egg	sneeze
earth	touch	flag	scissors
death	search	drag	choose
breath	enrich	jug	surprise
growth	Dutch	shrug	advise
three	gem	proof	sing
thrill	germ	prove	sink
thread	German	leaf	thing
throw	generous	leave	think
threw	giant	life	wing
through	gentle	alive	wink

LESSON LXVII

WASHINGTON AND LINCOLN

Among the many famous men who stand out in the short history of the United States, there are two whom every American recognizes as the greatest leaders of all — George Washington and Abraham Lincoln.

George Washington was born in 1732 of parents who were able to give their son a good education.

Abraham Lincoln was born in 1809 of parents who could barely read and write, and who were so very poor, that when the boy was eight years old he was at work as a boatman on the swift Ohio River.

You learned in an earlier lesson that George Washington served in the British army throughout the French

and Indian War; and how, as Commander-in-Chief of the Continental army, he fought and won the war of the American Revolution.

After the war ended he was made the first President



From the painting by Faed

WASHINGTON COMMANDING THE
CONTINENTAL ARMY

of the new nation, and four years later was elected for a second term. It was no light task to help the new government to stand upon its feet; but Washington was equal to it. When his second term drew toward its close, the grateful people would have elected him President again but he nobly refused to accept re-election.

While the United States exists, its people will love and honor the memory of George Washington who was

"FIRST IN WAR, FIRST IN PEACE,
AND FIRST IN THE HEARTS OF HIS COUNTRYMEN."

Little Abe Lincoln, the boy boatman, grew into big Abe Lincoln, the rail-splitter. All day long he cut down trees and split them into rails which his fellow pioneers used to fence in their land. At night, while all other workers in that backwoods country slept, Lincoln studied the Bible, the only book he owned, by the light of the fire. Later he borrowed a few law books and studied as best he could without a teacher. When he grew older, being a good speaker and an honest man, his neighbors elected him to the Legislature, and his life of service to his country began.

At this time the nation was divided at heart: the people of the Southern states still held negro slaves,



ABRAHAM LINCOLN

While the rest of the Union shared the thought of this work in human life, Lincoln saw that the only hope was for the nation to free itself from the curse of slavery. His arguments convinced thousands and in 1860 he was elected President of the United States.

This proved to the slave-holding states that the majority of the voters of the nation were against slavery and in time would surely overthrow it. So these slaves left the Union and declared themselves a separate nation. A war was followed in the next twelve years. It was a civil war. In 1863 President Lincoln issued the great "Emancipation Proclamation," which forbade slavery forever in United States territory.

Two more years of fighting followed before the slave-holding states yielded. At last the civil war was over. At its close a man had stayed by the defeat of the Southern states, stood at the great and tender-hearted President and killed him!

But though the sorrowing nation did not realize it then, Lincoln's great work was done. The black blot of human slavery was wiped away forever. The nation, once again united, was at peace.



